

THE UNIVERSITY OF OKLAHOMA  
GRADUATE COLLEGE

SOME FACTORS OF ACADEMIC ACHIEVEMENT IN HIGH SCHOOL  
PUPILS ATTENDING SELECTED INDIAN BOARDING  
SCHOOLS IN OKLAHOMA

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SOME FACTORS OF ACADEMIC ACHIEVEMENT IN HIGH SCHOOL  
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CHAPTER I

INTRODUCTION, THE PROBLEM AND THE  
METHOD OF INVESTIGATION

Introduction

The United States Government has been educating the American Indian for about seventy-five years. Many of the treaties between the United States and Indian tribes provided for the establishment of schools for Indian children.

Congress made the first appropriation in 1870, but as early as 1842 there were 37 Indian schools in operation and by 1881 the number had increased to 106. In 1954 the Bureau of Indian Affairs operated 226 schools in the United States and 89 in Alaska; these schools enrolled 37,533 children of school age.<sup>1</sup>

Oklahoma is the home of approximately one-third of the Indians in the United States. It is unique in its

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<sup>1</sup>U.S. Bureau of Indian Affairs, Branch of Education, Statistics Concerning Indian Education, Fiscal Year 1954, (Lawrence: Haskell Institute Print Shop, 1954, p. 1

history in that the cultural patterns of Indian people in Western Oklahoma are very different from those Indians in Eastern Oklahoma.

In Oklahoma we find the "Hunters of the Plains" group who lived in the west between the Mississippi river and the Rocky Mountains, and the "Woodsmen of the Forests" or "Woodland tribes," who lived east of the Mississippi to the Atlantic coast. The term "Plains Tribes" is used in Oklahoma, although in its present sense it does not include all the tribes in the state that may have been originally classed "Hunters of the Plains". This term generally refers to five tribes in western Oklahoma: the Kiowa, Comanche, Apache, Cheyenne, and Arapaho.

The Indians in the Eastern part of Oklahoma brought from the Atlantic coast a highly developed civilization. They had been transported from the Eastern seaboard, and their mores were reflected in their living habits. The Western tribes in Oklahoma were a group with no formal education, their pattern of living was nomadic, their mores were patterned after that type of life.

The Five Civilized Tribes had brought along their own schools, churches, and other social and cultural refinements. They were well on their way to a similar pattern of white culture when they came to Oklahoma, then known as the Indian Territory.

The Plains group did not have any formal education

in their background. It was a father to son, mother to daughter type of education. The Indian child was taught tribal lore, ceremonies and customs, and the essential practices for existence. The Indian child of the Plains was well educated before the white man came, but not in academic subject matter. Over the years the success of living with nature and other hostile Indian bands had developed a very rigid type of education.

The division "Woodsmen of the Forests" is represented in eastern Oklahoma by a number of tribes and parts of tribes that were removed to Indian Territory under the auspices of the federal government. The Five Civilized Tribes are the best known of this division. The term "Five Civilized Tribes" has been continued in use since 1866 by the Office of Indian Affairs to designate specifically the Cherokee, Chickasaw, Choctaw, Creek and Seminole, who by that date had made remarkable advancement, each tribe having established its own government and referring to itself as a "nation" in written laws. The Cherokees had their own written language, the work of Sequoyah who had perfected the Cherokee alphabet by 1822.

The psychological background of the various American Indian cultures differed profoundly. The tribes of the Plains and Eastern Woodlands were intense individualists. Even great tribal ceremonies such as the Sun Dance or initiation of the Arapaho Men's Societies always originated in individual vows, while all war parties were undertaken on the

initiative of some one man who usually was not a chief. The chiefs ruled by persuasion. The western tribes, although warriors and orators, never did gain strength through organization as did the Indians in the Eastern part of the state. The Indians in the Eastern part of the state were able to organize "nations," to set up their own schools, and organize societies similar to white cultures. The tribes of the west have never been known to work with each other as well as their eastern tribesmen.

Another factor that makes Oklahoma different from other states with an Indian population is that there are in western Oklahoma no defined reservation boundaries. This land was allotted to individual Indians of all ages, each received 160 acres. In this area there are general reservation boundaries but included in these will also be found a white population.

All tribal lands with the exception of the Osage were allotted in severalty by provision of the Daws Act of 1887. The framers of this act felt that in this manner they could develop the tribes into farmers. Later congressional acts were worked out so that the surplus acres were subsequently ceded to the Unites States in agreements with the tribes of western and north-central Oklahoma and opened in tracts to white settlers, the last great Indian land opening being the Kiowa-Comanche and the Wichita-Caddo reservations (3,232,503 acres) in 1901.

Thus, in the state with the greatest Indian population, most of the Indians found themselves surrounded by white neighbors. It was thought that this would speed up the development of habits similar to their white neighbors. In some cases it did work to the advantage of the Indian. But in some spots in Oklahoma the white man brought along some of his prejudices, and soon the relationship was not to the advantage of either. This happened among the Cheyenne-Arapaho tribes to a greater extent than other Oklahoma tribes. How it has tempered the thinking of this tribal group is worthy of consideration. It might be said that the Indian in Western Oklahoma has developed a psychology of his own for his own protection, keeping some of the old, using some of the new, and in many cases developing fears and worries that other groups do not possess.

Federal relations with the Indians was in the hands of the Secretary of War from 1787, when the War Department was created, until 1849, when the Indian Bureau was transferred to the newly established Department of the Interior. The Commissioner of Indian Affairs is the executive head of the Bureau of Indian Affairs (organized in 1842). Federal Indian schools are under the direction of the Chief, Branch of Education.

Indian children attend public, federal, private and mission schools. They are entitled to the same opportunities for public education as are provided for any other citizens

living within a state; however, tax-exempt, Indian owned lands and large numbers of Indian children within a school district may create financial burdens which local funds are not adequate to meet. As early as 1809 contracts providing for financial assistance to schools attended by Indian children were negotiated with individual districts. It was recognized then, as today, that Indian children become better adjusted to living with all people in a community when they associate with other children in public schools.

The Johnson-O'Malley Act, which became law in 1934, authorizes the Secretary of the Interior to enter into contracts with States for the education of Indians. Of the 58,855 Indian children enrolled in public schools in 1954, it is estimated that 32,000 attended schools that received aid under these contracts.<sup>1</sup> Indian pupils under contract in Oklahoma is evidenced as shown in the table on the following page.

Many of the problems of Indian educational achievement have as their frame of reference a culture in which such factors as interest and motivation in formal education are unknown, especially in a native setting. Other factors have been identified which seem to relate, but there is general acknowledgement by all as to the need for constant study.

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<sup>1</sup>Ibid. p. 2

TABLE 1

A COMPARATIVE STUDY OF INDIAN PUPIL ATTENDANCE  
IN THE PUBLIC SCHOOLS OF OKLAHOMA

School Year	Total Public Indian Pupil Enrollment	Indian Pupil A.D.A.	Percent the A.D.A. Is of the Enrollment
1948-49	8,477	6,889	81.2
1949-50	9,460	6,691	81.3
1950-51	9,736	8,459	86.9
1951-52	10,977	8,624	86.4
1952-53	10,540	9,234	87.6
1953-54	10,975	9,636	87.7

From this table one can readily see that the enrollment has increased from 8,477 in 1948 to 10,975 in 1953-1954, an increase of 2,409 or 29.46 per cent.<sup>1</sup>

#### Need for the Study

It is felt that a study is needed in specific areas that as yet have not been investigated in the hope that additional light might be thrown on educational achievement among certain Indian boarding schools used in a study.

Specifically, the need for the study could be summarized as follows:

1. To actually determine if the Indian boarding schools are meeting the needs of the students, in relation to

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<sup>1</sup>W. H. Clasby, "Seventh Annual Report of Indian Education," (Oklahoma City: State Department of Education, Division of Indian Education, 1954), p. 2

the level of achievement.

2. To uncover new information that would be valuable to each school.
3. To help to provide needed materials for curriculum improvement.
4. To bring about a clearer understanding of the nature of the children with whom the staff will be working.
5. To determine whether the orientation program in use in the Indian boarding schools is effective.
6. To provide a better understanding to the total population of what is being done by the schools in the area of acculturation.

Further research is needed to establish or reject the importance of certain factors that influence the academic achievement of the Indian boarding school pupil.

#### The Problem

The writer's problem originates from the fact that only limited studies have been made of educational achievement of Indian pupils attending Government boarding schools.

There is still some doubt, however, as to the actual role of given factors in determining academic achievement. No comprehensive investigations have been made of such factors as mental ability, social environment and personality as they



effect the yearly academic record of the Indian pupil attending a Government boarding school.

The problem of this study may be stated as follows:

1. To examine the factors of mental ability, personality and social environment among selected Indian children.
2. To determine the extent to which each factor effects academic achievement.
3. To determine which one of the above factors has the most effect upon academic achievement.

#### Delimitation of the Study

In order that the study may be kept within a boundary which is workable by the author it is considered necessary to make the following limitations:

1. The study will be limited to students enrolled in the Indian boarding schools in Oklahoma which have a regularly organized high school. These schools are: Riverside Boarding School, Anadarko; Fort Sill Boarding School, Lawton; Chilocco Indian Agricultural School, Chilocco.
2. The study will be confined only to high school students of the eleventh and twelfth grades in the selected schools.
3. Only Indians native to Oklahoma and southern Kansas

and of the Plains tribes will be used.

4. This study will limit itself to the following three factors as they relate to academic achievement; (1) mental ability, (2) personality, (3) social environment.
5. Students are selective in that they meet the criteria for admission to an Indian boarding school.
6. Geographical boundaries will cover all of Western Oklahoma and Southwestern Kansas where approximately 20,000 Indians live as considered by the Anadarko Area Office, Anadarko, Oklahoma.

#### Definition of Terms

To enable the reader to better understand the terminology used throughout this study, it seems desirable to include the following selected terms and definitions.

1. Academic achievement: Degree or type of information gained in a collective subject area. The amount learned in a subject area.
2. Factor: An element, condition or quality that helps to bring about a result.
3. Mental ability: The score indicated by the Stanford-Binet test of mental ability.

4. Social environment: The students total home background, plus his outside contacts in his immediate community.
5. Personality: The dynamic organization within the individual of those psychological systems that determine his unique adjustment to his environment.
6. Indian Boarding School: A school set up by the Federal Government for Indian students who meet the criterion for admission, on both the state and federal level.

#### Related Research

In the early investigations of achievement among Indian groups the work of Thomas R. Garth of the University of Denver is perhaps the most outstanding. Many educators would note here that such a testing program may have been premature inasmuch as Indians of this date were almost non-English speaking, and their cultural background was non-European. This program, which started in 1927, was probably the first attempt to test Indians using national, standardized tests.

In his early study Garth was convinced that the degree of white blood was a factor in intelligence. In this study of mixed blood Indians he concludes:

1. This study presents evidence which tends to support the belief that intelligence as measured is not peculiar to any special race but is a variable factor in all races. There are no racial types in intelligence.

larly.

4. The median I.Q. for the group is about what has been previously found for full blood Indians in the National Intelligence Test, i.e., 70 as against 68 for the latter.

5. The accomplishment ratio for these full blood Indians is higher than Whites. The overlapping is 79 per cent.<sup>1</sup>

Almost from the beginning Indian boarding schools have had many complex problems. It was difficult for the educational leaders to pinpoint their directions and consequently much time has been spent in reports, but little has been done in specific areas. Almost all research in Indian education has come from without the Indian Service.

At the request of the Honorable Robert Work, Secretary of the Interior, a survey was made of the Indian country, and a report was made to him on February 21, 1928.<sup>2</sup>

This report was a general document that covered such areas as health education, general economic conditions, general policy for Indian affairs, and missionary activities among the Indians. It is perhaps the first systematic attempt on the part of the Indian Service to employ specialists to evaluate their work. The report serves as a spring board for other studies including achievement, although no mention was made of achievement in this report. It later was known

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<sup>1</sup>Thomas R. Garth, "The Intelligence and Achievement of Full Blood Indians," Ibid., XII, (1928), p. 515

<sup>2</sup>Lewis Meriam, The Problem of Indian Administration, (Washington: Institute for Government Research, 1928).

as the "Meriam Survey".

From the time of the "Meriam Survey" in 1928 until 1935 research in the areas of achievement lagged. It was not until Dr. Harvey Chester Hansen became interested in the scholastic achievement of Indian pupils that a good study was to be had. Dr. Hansen was a worker among the Indians of eastern Oklahoma and was familiar with their educational habits.

In making his study, tests were administered to one thousand five hundred fifty-two pupils, including white children and representatives of over twenty Indian tribes. They were attending thirty-four public schools and seven boarding schools well distributed geographically over those portions of the state enrolling many Indian pupils in the public schools. The task involved ten weeks of field work, the traveling of six thousand four hundred miles to visit schools, and the giving and scoring of eight thousand two hundred sixty-six tests.<sup>1</sup>

The contribution of this study lies in its accumulation of data regarding the achievement of Indian pupils in the eastern part of the state in 1935. Dr. Hansen points out that the reason for the Indian students not making a better showing as compared with their white neighbors is probably cultural, although there must be some doubt in his mind be-

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<sup>1</sup>Harvey Chester Hansen, "Scholastic Achievement of Indian Pupils" (Unpublished Ed.D. dissertation, College of Education, University of Oklahoma, 1935), pp. 150-151.

cause he quotes Garth as an authority to show that it is the degree of blood that is the greatest factor and not the kind of cultural background. But he also quotes Boaz<sup>1</sup> as saying that there is no conclusive evidence to make any such deduction.

In summarizing this dissertation, number two of his recommendations in the conclusion seems to be representative of his thinking:

In the interest of both the white children who attended schools where Indians are enrolled and the Indian pupils themselves, steps should be taken to so alter the faulty environmental factors partially conditioning achievement as to equalize opportunities open to children of the two races. Attention should be given to the matters of regular school attendance, sanitary home surroundings, health education and practices, clothing needs, nutritional requirements, and adult education.<sup>2</sup>

Dr. Willard W. Beatty, Director of Indian Education, requested the University of Chicago to make a study of achievement of certain Indian boarding schools in the United States. This program, under the supervision of Dr. Shailer Peterson of the University of Chicago, was started in 1945 and completed in 1948. It was published in monograph form entitled, How Well Are Indian Children Educated?<sup>3</sup> Its summary included the results of a three year program in testing

<sup>1</sup>Franz Boaz, "Fallacies of Racial Inferiority," Current History, XXV (February, 1927), p. 656, quoted in Hansen, Ibid.

<sup>2</sup>Hansen, Op. cit., p. 164

<sup>3</sup>Shailer Peterson, How Well Are Indian Children Educated? (Lawrence: Haskell Institute Print Shop, 1948).

the achievement of Indian children in Federal, public and mission schools.

It had two main purposes: (1) to examine the progress and achievement that the Indian students had made in various types of educational situations; (2) to examine those factors which were thought to be related to the students educational development and to uncover any other factors which might prove to be related. The factors used in this study were; cultural background, education of parents, language spoken in the home, home stability, variety of schools attended, and regularity of school attendance.

Another monograph published in March, 1953 is an extension of the original study by Dr. Shailer Peterson of the University of Chicago. This study was conducted by Anderson, Collister and Ladd,<sup>1</sup> consultants to the Indian Research and Testing Programs, University of Kansas and is published under the title, The Educational Achievement of Indian Children.

In the summary they pointed out that some of the factors that produce differences in achievement are: degree of Indian blood, language spoken in the home, home stability, place of residence, kinds of friends, late entrance into school, regularity of school attendance, and academic ambition.

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<sup>1</sup>K. E. Anderson, E. G. Collister, and C. E. Ladd, The Educational Achievement of Indian Children, (Lawrence: Haskell Institute Print Shop, 1953).

### Data and Source

It has been the writer's good fortune to know Western Oklahoma and Southwestern Kansas intimately, including its Government schools, public schools and mission schools. The writer has had first-hand opportunity to know the men and women who administer, teach or are interested in the welfare of the Indians. He has taught in five Indian boarding schools over a period of eight years.

Much time was spent in the library at the University of Oklahoma reading the various periodicals, leading educational publications, numerous books, theses, monographs, studies and reports, all of which were on some phase of this study. Specifically, the Phillips Collection at the University of Oklahoma has been very valuable in historical information. The Oklahoma Historical Society located in the Oklahoma Historical Building in Oklahoma City has been most valuable in obtaining first-hand information. Much data has been gathered from the files of what was known as the Kiowa Agency, located in the old agency building at Anadarko, Oklahoma.

The staffs from the three schools have given much of their time in helping with this study. They have made available old books, magazines, and personnel records from their files.

Thus the data used in this study came from seven



sources:

1. Literature on achievement, both of white and Indian students.
2. History of boarding schools from the Oklahoma Historical Building, Indian archives. Files from the Agency, Indian schools and university theses.
3. Interviews with boarding school superintendents, principals, teachers, advisors, and students.
4. Testing data given by the writer to the students: The Stanford-Binet test of intelligence, the California Achievement Test, and the California Test of Personality.
5. Teachers grades from individual folders.
6. Pupils folders were used to get a comprehensive background plus comments made by members of the staff.
7. Personal intimate knowledge of the area of work.

Techniques Used in Research

For the sake of completeness many techniques were evaluated to see if they would be useful in bringing about more complete data to the study.

It was felt that the following techniques would obtain the necessary information for the study.

1. In the area of analysis a careful survey was made of textbooks that might be helpful and shed some light on the study.
2. The device for determining the intelligence quotient was the Stanford-Binet Test. It is recognized that this test was standardized on white pupils from various types of background. However, it is the best test yet devised for this purpose. The writer feels that after administering this test to both white and Indian children the Indian pupils in this study have reached such an acculturation point that they were not handicapped enough to make a noticeable difference in the score.
3. Teachers grades were used as a technique to give a personal evaluation of the achievement of the students.
4. Case study techniques were used for in-grade comparisons.
5. An analysis was also made by reviewing each folder for teachers grades and the result of the California Achievement Test.
6. A carefully sifted history was made for each school used in the study to give the reader a keener insight into the background of the Indian boarding school.

7. The interview was used as a technique to gain certain information that could not be gained otherwise. Interviews were held with students and a majority of the high school teachers and administrators.

### Plan of Study

In chapter two attention will be given to a chronological history of the three schools used in this study. Some early day experiences of students, the general curriculum, the books used, and, in general, the overall objectives and techniques used.

Chapter three will consist of ability and achievement comparisons of the eleventh and twelfth grade pupils. The comparisons will consist of mental abilities as measured by the Stanford-Binet Test, academic grade placement as revealed by the California Achievement Test, and of the actual grades as given by the classroom teacher. This will serve as a guidepost to compare such areas as over achievement or under achievement. It will serve as a point of reference as to the relation between ability and actual achievement. This material will be presented in tabular form to facilitate ease of evaluation.

In chapter four the California Test of Personality will be used in the areas of personal adjustment and social adjustment. The study will:

1. Determine the number of examinees who deviate serious-

ly in each component.

2. Determine what specific items of each of the components identified in number 1 above are giving difficulty.
3. Study the individual profiles of examinees which deviate markedly from the general class problems identified above, and determine where the most of the specific difficulties occur.
4. Present a supplementary study of self-expressed fears and worries to add additional insight.

Chapter five will be devoted to the area of social environment.

However complete and accurate the information may be which is brought together concerning an individual as a result of tests, inventories, scales and other measuring instruments, it is still desirable to obtain considerable data concerning his social environment.<sup>1</sup>

A comparison of pupils' grade averages will be made in the following areas:

1. Pupils who have attended public school and pupils who have not.
2. Location of home: on reservation; off reservation; in town.
3. Mother's and father's education.

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<sup>1</sup>George E. Meyers, Principles and Techniques of Vocational Guidance, (New York: McGraw-Hill, 1941), p. 229.

4. Pupils whose parents are living together.
5. Pupils whose parents are divorced.
6. Pupils who are full or half orphans.

The material on social environment will be presented by comparisons of pupils who are from a given social situation with their teachers grade average. For example, the grade average of children whose parents have finished high school will be compared to the grade average of children whose parents have not finished high school.

Chapter six will be a summary of previous chapters, and a report of significant findings. Certain recommendations will be made.

## CHAPTER II

### A HISTORY OF SELECTED INDIAN BOARDING SCHOOLS IN OKLAHOMA

#### Background of Indian Boarding Schools

The Indian boarding school was started because at that time there were no other schools for the Indian pupil to attend. Law and order was maintained by the Army. It was thus that the first boarding schools had the aura of army life as its pattern.

The early day boarding school offered a life of regimentation; the male students were outfitted in uniforms and the girls had middy-blouses and skirts. Much time was spent on the drill field, and the training was stern to develop healthy bodies and minds.

During the administration of President Grant some effort was made to see that the Indians were treated fairly, however, other political affairs diverted the president's attention and conflict developed in the affairs of the Indians.

A committee of Friends, or Quakers, met in Baltimore in 1869 to discuss the subject of aiding in the religious training of the Indians in the west. They were successful in meeting with President Grant, and he gave them encouragement

in their venture. A third meeting was held in Indianapolis, Indiana.

The meeting considered the proposal of President Grant for the civilization and improvement of the Indians. The Quakers were very anxious that their venture go on record as having no mercenary motives, but being for the single purpose of showing the Indians the love of Christ.

After prayerful consideration they nominated Enoch Hoag of Muscatine, Iowa, for superintendent whose headquarters would be at Lawrence, Kansas, to have the oversight of the nine Indian agents whose duty was to report to him quarterly and he to report to the commissioner of Indian Affairs at Washington.

Laurie Tatum was appointed to oversee the Kiowas and Comanches, who were wild, blanket Indians, and the Wichita and affiliated bands, who were partly civilized, some of them wearing citizens clothes, all located in the Southwestern part of Indian Territory.<sup>1</sup>

The confusion between the Indians and the government made the possibility of working out any plan very difficult. Although conflicting orders were often given, some bands of Indians followed the instructions of the government very well, while others still made raids into Texas, bringing back captives and scalps.

Certain geographic boundaries were set up by the government, but they were moved many times to appease the white settlers. Many treaties were agreed to and certain annuities or settlements were paid to the Indians to behave.

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<sup>1</sup>Laurie Tatum, Our Red Brothers and the Peace Policy of President Ulysses S. Grant (New York: John C. Winston and Co., 1889), p. 23

To keep the Indians on the reservations the government agreed to provide each man and boy over fourteen years of age with a suit of clothing consisting of a shirt, pants, coat, hat and a pair of homemade socks. For each girl over twelve years of age, the government provided one woolen shirt, twelve yards of calico, twelve yards of domestic and a pair of woolen hose. For all children, material was to be provided for the making of their clothing. Besides this, twenty-five thousand dollars was to be appropriated annually to be spent as the Commissioner of Indian Affairs saw fit and as the condition might demand.<sup>1</sup>

### Riverside Boarding School

In the year 1870 Congress made provisions for a school in Indian Territory, and Riverside Boarding School was opened February 20, 1871 near its present site one mile north of Anadarko, Oklahoma. It was located in the one available building with Hosiah Butler as teacher, assisted by his wife who acted as seamstress and matron. There were twenty-four pupils enrolled who attended regularly for the term of four and one-half months.<sup>2</sup>

It was reported that nearly all of the pupils learned to read in this length of time, although only two or three could speak English upon arrival. No mention was made of the books used, although the curriculum was described in some detail by Thomas C. Batty the first principal.

The school was divided into classes of from four to

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<sup>1</sup>Charles J. Kappler, Indian Affairs, Laws and Treaties III, p. 980.

<sup>2</sup>Report of the Commissioner of Indian Affairs (Washington: Government Printing Office, 1871), p. 475.



eight, and each session was opened with some concert exercises, such as repeating the names of the numerical figures, previously made upon the blackboard. Afterward, when these had been learned, the multiplication table made a good exercise. Then, having drawn upon the blackboard the picture of some animal with which they were familiar, I would place its English name in Roman characters over it. Upon their first seeing it, they would give its Caddo name, which I would put under it. Then, while one class was exercising at the reading charts, all the other scholars were employed in drawing pictures of this animal, and printing its name upon their slates thus keeping them busy; also learning the English names of animals.<sup>1</sup>

Although some of the leaders of the various Indian tribes were anxious for their children to learn "the white man's way" all of the children were not so eager. The children were in the habit of staying up late at night attending dances and sleeping late the next day, and sometimes the children took to other forms of entertainment.

February 29, 1871 - This morning six of our children ran away; whereupon I mounted a pony, pursued after them, and succeeded in bringing back three of them, after a chase of nearly two miles.<sup>2</sup>

In October, 1872, the boarding school had been in operation for fourteen months. There were two teachers and thirty-four pupils, none of whom were from Kiowa Agency, most of the students were Caddo and Delaware. A few Comanches had attended but they moved too far away when crops failed that summer.

It was difficult to get children to come to school in

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<sup>1</sup>Thomas C. Batty, Life and Adventures of a Quaker Among the Indians (Boston: Lee and Shepard, 1889), p. 31.

<sup>2</sup>Ibid. p. 41.

any numbers, and there was some thought to having the teachers go to the camps of the Indians, although this did seem like an impossible task because of the large area and the lack of permanent station of the Indians. Thomas C. Batty felt that he had received a call from above, and started a traveling school among the Indians. He was not too successful although he did have the highest respect from the Indians and traveled under the protection of Chief Kicking Bird of the Kiowa tribe.

In the fall of 1874 some of the chiefs of the Agency tribes expressed a desire to have their children in school. Accordingly on February 15, 1875 a new term began with the number of students equally divided between the Kiowa, Comanche, and Apache. Sixty pupils, the capacity of the school, attended. Others who wished to attend could not do so because of lack of room. None came from non-agency tribes. Alfred J. Standing was superintendent.

At the opening of school none of the children could speak English. Mr. Hayworth referred to them as "wild children" and said that there were but three who had attended before. Nevertheless, when school closed June 27, many of the Indian children could read quite well in the second reader.<sup>1</sup>

Riverside Boarding School re-opened in November, 1875 and continued through June. Since not all of the children

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<sup>1</sup>Report of the Commissioner of Indian Affairs (Washington: Government Printing Office, 1871) p. 237.

who wished to attend could be accomodated, an addition to the house and some alteration inside increased the number who could be accepted to seventy-two. They learned as fast as the white children and kept interested all the time. Three Indian languages were represented, making the work more complicated. Dangerous Eagle, a Kiowa Chief, rendered good and efficient help in controlling and interpreting work.<sup>1</sup>

It is interesting to note that the report of the Commissioner of Indian Affairs indicates that there were white children in this school. Schools were almost unknown in the early days, and the children of the government workers and traders were accepted because there were no other schools.

The report of the Commissioner of Indian Affairs, 1876, carries the notation: "School opened in October, 1876 and continued through June with as full attendance as the capacity of the house would permit. Those attending were nearly equally divided as to sex and proportioned between the three tribes." The school was in charge of Alfred J. Standing by contract. The report indicated that in the following year the boarding school could not accomodate all wishing to enroll.

In 1879 the Kiowa and Comanche Agency and the Wichita Agency were consolidated. Thus new buildings were necessary; one was constructed for the Wichita children and one for the

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<sup>1</sup>Ibid., 1876, p. 237.

Kiowa and Comanche children. The school could now accomodate about 150 students.

During the year 1882 the land received very little rain and thus the Indians had to move to an area where water was more plentiful. It is interesting to note that the Indians were dependent upon the nature of the land for a living. Indians have adapted themselves to the land very well, however they were never great inventors. Because of the condition of the land the attendance for the year 1882 was 125.

Behind the policy of the government was the thought that if you removed the students from their camp existence they would assimilate the culture around them. In some degree that was true enough, because they did assimilate a small measure of the environment around them, but in the main the children brought their culture along with them and set their own pattern of behavior for Government boarding schools. The enrollment of Riverside dropped off because some students transferred to Chilocco. Indian pupils were slow to fill the ranks of those students who had gone elsewhere.

Although the students were slow in coming in, P. B. Hunt, the Indian Agent, reported that the school in 1883-84 was filled when school closed. In 1885 a new building was under construction, one of the first brick buildings at the school. There was an enrollment of 119 for this year.

During this period a great transition was going on.

Some thought was given to curriculum for Indian students, and in the report of the Commissioner of Indian Affairs it was stated that the same textbooks could not be used for public school students and Indian boarding school students.

The educational facilities were reported greatly inadequate in 1888. The agency schools could accomodate 200 of the 550 children on the reservation of school age, according to the agent. The Indians liked the reservation school better than the non-reservation.<sup>1</sup>

John W. Haddon was appointed superintendent in 1889; his work was recognized by the Indians as being of superior quality. He was very successful with the Kiowa, Comanche and Wichita Agency. In 1897-98 the Government schools were filled with children. Riverside was filled with pupils from the Wichita and affiliated bands of Indians. Average attendance for Riverside was ninety-five pupils.

From 1891 until 1901 new buildings were constructed and some new ideas were incorporated into the curriculum. Most of the planning was along military lines, with the entire program patterned after the military. In the vocational trend of the school most of the attention was given to farming, as the thought was still very much that the Indians would return to the reservation and as long as they did they should be taught something about farming. From 1903 until

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<sup>1</sup>Ibid., 1887, p. 97

the present date there have been nine principals. Recently the director of a reservation school was given the title of superintendent.

In general the subject matter pattern is much the same as in a public school except that more time is devoted to vocational subjects. This vocational pattern in education has been thought essential to give the boarding school pupil certain advantages. One thought was that the pupil would ultimately end up on his own reservation regardless of his education so the education, to be practical, should teach him to utilize his own home allotment. Although sound in content this idea was never successful, primarily because the Indian by training and thought has never been a farmer in the plains area.

#### Fort Sill Boarding School

As early as 1887 some attention was given to the idea of building a school for the Comanche students. Comanches and Kiowas going to the same school in the Kiowa country had not been too successful. These two great tribes had been at odds with each other for a great many years, and they did not like to have their children go to school together. Since few Comanches were enrolled in the Kiowa school the possibility of the Comanches having their own school was given greater attention by the commissioner because he desired as many of the children in school as possible.

As soon as the idea had been given some publicity, workers and teachers began sending in their applications for jobs. At this date we find much correspondence concerned with people seeking jobs, and much planning over the building of a school for the Comanche students.

The commissioner had written to Agent Jesse Lee Hall suggesting that a school costing about \$10,000 be constructed and that it should be made out of brick and native lumber. He established certain policies in regard to using Indian timber and Indian labor where it could be used.<sup>1</sup>

Fort Sill Indian School opened for pupils January 25, 1891 with a capacity for forty students. J. W. Haddon was chosen to head the school. He had many problems over the opening, such as proper clothing, food and other essentials. This caused much letter writing to and from Washington and Anadarko, the Kiowa Agency. Since mail service was slow, all of the supplies were not on hand when school started.

In general, the format of classes consisted of the pattern that the white teachers had learned in their own schools. The Comanches utilized this school to some advantage and in 1898 the school had an average daily attendance of 118.

The new policy of allotments and the influx of a greater white population caused some of the Comanches to

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<sup>1</sup>Letter from I. D. Calkiers to Jesse Lee Hall, March 10, 1887 (Oklahoma City: Oklahoma Historical Society, Indian Archives, Kiowa Files, Fort Sill Indian School).

realize the importance of education. The elders were not in favor of having girls in attendance because they were traditionally the workers of the tribe. The girls and their parents were also rather indifferent to formal education. But after many talks they decided that no real damage would come to their daughters and they would get clothing and food.

The monthly report of January, 1901 noted that the number of pupils that could be accomodated was:

<u>Males</u>	<u>Females</u>	<u>Total</u>
75	75	150

Total enrollment at the end of the month:

91	77	168
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Total number of pupils enrolled as per last report:

93	78	171
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On March 21, 1901 the school was having trouble with smallpox; the majority of the pupils had been vaccinated but, before they could all be cared for, three pupils had been treated for this disease. Superintendent Haddon wired to the Riverside School at Anadarko for a tent and cots for the infected pupils. He felt that this would do away with closing off another room in one of the dormitories. On this date there were 22 employees on the staff of the school.<sup>1</sup>

All of the buildings were lighted by oil lamps. All

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<sup>1</sup>Annual Report of Superintendent of the Fort Sill School (Oklahoma City; Oklahoma Historical Society, Indian Archives, Kiowa Files, Fort Sill Indian School), 1901.



buildings were heated by wood and coal except the school, which was heated by steam. The total school land amounted to 2,068.72 acres of land reserved exclusively for school purposes. All but 68.72 acres was under fence. One hundred and sixty acres was under cultivation in alfalfa, and ten fruit trees were planted. Thirteen hundred acres was to be used for pasture for the school cattle. Since this was a new school, land was to be had in any amount.<sup>1</sup>

Emphasis was placed on a combination of handwork and classroom work. This has led to certain traditions, namely, that the students should attend formal classroom work for one-half day and that the students should take some type of industrial training the other half.

In the year 1906 the enrollment was as follows: kindergarten, 61; primary, 56; and intermediate, 70; total, 187.

The transition from the camp to the classroom had been too sudden for some. A lack of understanding between students and instructors made some of the pupils lack enthusiasm for their schooling. The industrial work had suffered because one of the teachers had been forced to resign and the gap was not easily bridged.<sup>2</sup>

The new girl's dormitory was completely destroyed by fire on January 5, 1907. This required the boys to set up

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<sup>1</sup>Ibid., September 1, 1906.

<sup>2</sup>Ibid.

temporary living quarters in the old commissary building. Although this move was necessary, it did not help in building a wholesome school atmosphere.<sup>1</sup>

An order to the American Book Company on August 14, 1908 included the following textbooks:

18 Fox's, Indian Primer  
 30 Gibb's, Natural Number Primer  
 25 Baldwin's, First Year Reader  
 25 Baldwin's, Second Year Reader  
 2 Keffer's, Nature Study on the Farm  
 25 Baldwin's, Primary Lessons in Physiology  
 2 Baldwin's, Fifty Familiar Stories Retold  
 12 Forman's, First Lessons in Civics<sup>2</sup>

During the war years of 1914-1919 the enrollment dropped off due to a shifting of population, the influence of the war itself, and the enrollment of some Indian children in public schools. Since the enrollment during this period was unstable, it caused many to think that the schools were not needed.

Some thought that Indian schools should follow the pattern of the public schools, and that the state course of instruction should be used. In 1921 a modified state course was used but it did not meet the needs of the pupils. It was also difficult to get teachers with the necessary qualifications.

In 1931, additional grades were added: the seventh, eighth and ninth grades, and in recent years the tenth, eleventh and twelfth grades have been added.

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<sup>1</sup>Ibid., August 4, 1907.      <sup>2</sup>Ibid., August 14, 1908.

J.A. Buntin was very interested in getting the pupils trained in the use of money and in handling their own affairs. The result of this thinking was a positive program of land sales to build new homes, and to acquire farming implements so that the Indians might be self-employed. Superintendent Buntin felt that the task was with the Indians themselves in the handling of their property. This idea became the prime objective of the Fort Sill Boarding School.

Many new positions were set up primarily to teach the boys farming, carpentry, pipe fitting, and manual training. It was easy enough to plan for the future with the pupils, but the children had been educated to think differently. Teaching was difficult because certain traditions of the Comanches did not fall in line with the practices of the times. Brought up in the tradition of attending summer dances or pow wows, the graduates did not care for their gardens, and the live stock was soon depleted because of the demand for fresh meat. It was the custom to feed guests as long as there was any food available, and it was available for awhile, at least until the herd was exhausted.

Thus, while the school taught certain trades and a way of life, the education of the pupils did not carry over into their life situation. The new homes that were constructed by superintendent J. A. Buntin were abused and the barns were left to the elements.

### Chilocco Agricultural School

The Chilocco Agricultural School was established by the Indian appropriation act of Congress on May 17, 1882. It was located on the bank of Chilocco creek in the extreme northern part of the Indian Territory. The secretary authorized the construction of a building adequate to care for 150 children. Major James M. Hayworth, Superintendent of Indian Education, was sent to investigate the possibility and advisability of such a plan.

A quarry of magnesium limestone was located and stone cutters began the task of constructing the first building on the Chilocco campus. It was completed in 1884 and housed all departments of the school. This building still stands and is now known as, Home Two.

Chilocco's farmland comprises 8,580 of the entire 8,640 acres belonging to the school. Recent reports show 1,432 acres in grain, 565 acres in hay, 256 acres in silage crops, 34 acres in irrigated land for a vegetable garden, and 3,241 acres in permanent pastures.<sup>1</sup>

Chilocco was a well established school for Indians ten years before the Cherokee strip was opened to settlement. In 1893 the school's 9,000 acres began at the Kansas state line and extended south into Kay county in Oklahoma. The

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<sup>1</sup>"Information for Students of Chilocco Agricultural School", Handbook, 1943-44, pp. 7, 8, 11.

school has educated nearly four generations of more than 45 different tribes on a historic site whose geographical location in Oklahoma was known to the French traders two centuries ago.<sup>1</sup>

Two possible sources are given for the origin of the name of the school. The name Chilocco is the English derivation of "Chelukki" a Choctaw Indian word meaning, "Cave People. The Cherokee Indians called themselves "Tsalagi", which translated into English by the whites came out as, "Chilocco".<sup>2</sup>

Since the founding of Chilocco the school has been under the leadership and direction of eleven different superintendents. In order of service they are: W. J. Hadley, H. J. Minthorn, Ben Taylor, C. W. Goodwain, Sm. M. McGown, J. R. Wide, Edgar A. Allen, Oscar H. Lipps, C. M. Blair, Lawrence E. Correll.<sup>3</sup>

The school was opened January 15, 1884 with 186 pupils. At that time only Indians living in Indian Territory were permitted to enter.

Particular attention is paid to instruction of boys in the trades, especially those useful to the farmer, and including blacksmithing, horse shoeing, brick laying, plumbing and steam fitting and printing. In addition to

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<sup>1</sup>The Daily Oklahoman, September 27, 1953, p. 17.

<sup>2</sup>"Information for Students of Chilocco Agricultural School," op. cit., p. 11.

<sup>3</sup>The Arkansas Daily Traveler (Kansas), October 27, 1953.

the industrial education every pupil is given a grammar school training; religious instruction of a non-sectarian character also forms part of the school work, and the pupils are encouraged to form associations promotive of mutual strength and character.<sup>1</sup>

The nature of the course, as determined and given by the Bureau of American Ethnology, also included a course in home economics, at that time considered the art of making a home. Not much thought, at this time, was developed for the trades for girls. The thinking was in the direction of the farm, and much of the training was in the nature of the development of farm wives.

The first pupils to enter the school came from the Kiowa, Comanche, Cheyenne and Arapaho tribes.<sup>2</sup> In a letter dated January 3, 1884 Major Hayworth says:

I have just returned from the Cheyenne and Arapaho, Kiowa, Comanche countries, having arranged for about one hundred children who will reach here in about ten days, or as soon as the weather moderates so they can safely travel in wagons. I had a rough stormy trip, day and night, traveling through storms and freezing cold, crossing unbridged rivers and rolling plains, but tonight am seated by a comfortable fire, for which I am thankful.<sup>3</sup>

The first superintendent of the Chilocco school was Mr. Jasper Hadley who, prior to his job at Chilocco, was a superintendent of the Cheyenne School for several years. He

<sup>1</sup>Bureau of American Ethnology, Handbook of American Indians, A-M, Bulletin 30, Part I, 1907, p. 268.

<sup>2</sup>The spelling of Indian tribes used in this study is from Muriel H. Wright's book, A Guide to the Indian Tribes of Oklahoma, (Norman: University of Oklahoma Press, 1951).

<sup>3</sup>The Chilocco Farmer and Stock Grower, IV, (1903) 12.

was one of the few men who could understand the sign language and was very popular among the Indians.

One of the first events of the Chilocco school was the burial of "Take Care" a little Wichita boy who passed away while attending school. The Methodist minister from Arkansas City, Kansas officiated.

The first wedding was for Virginia Stumbling Bear; the groom was not known.

Miss Lizzie Test was the first teacher. She later left the school to travel among the Kickapoo to try to get them to accept more of the cultural mores of the majority white civilization.

The first strike for higher wages at the Chilocco school was led by Sam Ahtone, a Kiowa boy. During the vacation the pupils who remained in school worked for wages. The strike was broken by the superintendent's wife who, with her gentle pleading, induced the boys to return to work in the hay fields.

The first paper printed at Chilocco was known as, "The Chilocco Beacon". This paper continued for a few years and the name was changed to the "Chilocco Farmer and Stock Grower". It first came out in 1904 and was started at the Worlds Fair in St. Louis, Missouri. This paper developed into the "Indian School Journal" and is still being published.

In the following years the expenditures mounted so that it was difficult to get Congress to make the necessary

appropriations.

In the list of estimates for the support next year of the Indian schools, submitted in the Indian bill to Congress, are the following estimated sums for Chilocco: for the support of 700 Indian pupils at Chilocco, Oklahoma Territory, at 197 per annum each, \$116,900.; pay for superintendents, \$4,500.; general repairs and improvements, \$7,500.; for cisterns, \$2,500.; colonization of pupils on school farm, \$10,000.

A recent dispatch from Washington says, "Commissioner of Indian Affairs Jones is much in favor of our appropriation of \$25,000. for the domestic science building at the Chilocco school."<sup>1</sup>

The curriculum was expanded in agriculture.

For those who can show a special talent, and for whom permission may be obtained from the office, the agricultural course will be extended two years covering the following: junior year; correspondence, business arithmetic, ship work, debating, civil government, experimental physics, United States history, lectures, military drill and penmanship.

For those in the senior year: farm accounting, business forms, business English, law for farmers, rapid calculations, penmanship, commercial geography, debating, review common branches.<sup>2</sup>

In recounting history it always appears that the early educators discounted all of the hardships that they had met. The men who were superintendents of this school believed in their work and always looked for greater things in the days to come. Typical of this thinking is a report in June, 1905:

The year ending June 30 has been beyond compare the most satisfying from the point of view of achievement of any in my connection with the Indian Service. It has been easy to collect children for the school, our enrollment reaching 750. We have established practical courses

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<sup>1</sup>Ibid., p. 21.

<sup>2</sup>Ibid., p. 25.



of study based entirely upon agriculture and household economy.

During the past two years many new buildings have been constructed, all of stone, these have enabled us to double the capacity of the plant, during the present year we shall enroll more than 800 students.<sup>1</sup>

Some of the improvements that were being added to the school were the telephone, (installed in 1905) and the steam tunnel which was installed to a central power plant to make the buildings easier and more economical to heat.

Also at this date they were considering a new school building. The superintendent, J. R. Wise, was also thinking about adding a commercial department to aid in the agricultural instruction of the school. The graduating class of 1910 was composed of 5 young men and 5 young women.

Rather unique in the history of the school was the construction of the school, or academic, building. It was not contracted, but the outer frame was constructed by stone masons, and the interior was finished by the various departments of the school. The new school building was used at the opening of school September 19, 1910.

Since most of the planning was in the field of agriculture it is not surprising to find that much of the activity and money was directed in that area.

January 2, 1911 Chilocco purchased one hundred registered Herford heifers and five registered Herford bulls. The object in starting the herd was to have cattle for student judging and classwork, also, to have cattle that

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<sup>1</sup>The Chilocco Journal, (January 2, 1911), p. 23.

will sell for twice the value of scrub stock.<sup>1</sup>

The Army had asked the officials of the Department of the Interior for the space at the Carlisle Indian School so that they could use this property for convalesant soldiers. Thus, the Department of the Interior turned over the school property to the U. S. Army. With the closing of the school, Chilocco and other schools received the various property of Carlisle, and among the material was a picture machine which was soon set up and afforded the students an opportunity to witness its first moving picture.

It was felt that a school was needed for employees' children on the campus, and on September 3, 1934, Miss Rose Mary Bradley started the school along with Miss Hazel Holm. A nursery school was soon opened and it had nine small children. The senior girls assisted in the nursery school, as it was set up to give them some training in handling pre-school children.

In the following years great progress was made in the improvement of the curriculum and the standards for teachers and all the professional staff. Many of the issues of the Indian School Journal were devoted to guidance and vocational topics, and the entire staff was becoming more aware of placement possibilities. The department heads made improvements in all phases of the curriculum. While modeled to some ex-

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<sup>1</sup>The Chilocco Journal, (January 2, 1911), p. 23.

tent on the public school course of study it is to this day distinctly vocational.

During the nineteen hundreds the term, "Disciplinarian" was still used at Chilocco for the position of the person in charge of the discipline of pupils. The job has currently developed into, "advisor". All of the advisors are college graduates, with the majority of them having graduate study in their background.

World War I brought out a deep feeling of patriotism in all of the students. Many of the boys left the campus to join the army. The economy of the school was geared to raising wheat and beef cattle. The school students had managed to buy a great many war stamps, and they also enrolled in first-aid classes and rolled bandages for the American Red Cross.

Also, in the next decade, the tide of world affairs had again changed and the students were again going into the camps. Chilocco sent its famed infantry company into action with the forty-fifth division. Few of the boys that left came back; this company traveled over a rugged portion of World War II.

After the war Chilocco took in students who had visited foreign lands and brought back new concepts and ideas. The younger students were impressed with the new student "G. I.'s" and listened to their stories.

Of all the educational leaders who met with the staff

and students of Chilocco, one figure will long stand out as a beacon to new concepts in education. This educator was Dr. Willard W. Beatty. Educated at Columbia University, he brought some of its educational research and thinking along with him, and all of the boarding schools profited greatly from his thinking and influence.

In October, 1949 Chilocco had the largest enrollment since before World War II. The total enrollment was 793. The breakdown included 90 seniors, 112 juniors, 156 sophomores, 135 freshmen, 260 Navajo elementary pupils, and 40 veterans.

The Oklahoma Department of Education recommended Chilocco to be accredited for 34 units.

An important phase in the life of the student on the Chilocco campus is the testing program. The Indian Service also has a testing service which is based on the California Achievement Test plus some special subjects which in turn are used to produce a local norm. All of these devices have helped the staff to give greater service to the student.

The broad objectives of the Chilocco Agricultural School in 1955 might be summarized from the school handbook issued for the students use.

The Chilocco Indian Agricultural School offers you a wide variety of educational opportunities. These opportunities can not be easily defined nor limited to any particular field or area of learning, but to the individual they take on a broad meaning of total experiences involving social adjustments, personal development, vocational training and academic study.

The High School Program has two specific purposes. Both are of equal importance. One is to qualify the individual for a high school diploma and the other is to train the individual in the vocation of his choice, giving him the basic skills and knowledge in the field of agriculture, home economics or trades.<sup>1</sup>

### Trends of Boarding Schools

At the present time the Riverside Boarding School and the Fort Sill Boarding School both have the cottage dormitory type of living in which students live in a unit situation composed of about ten boys and ten girls. All of the food is prepared by the girls living in the cottage supervised by a teacher and a cottage mother. The cottage reflects family living in that all members participate in caring for the unit in all of its various phases.

The Riverside Boarding School and the Fort Sill Boarding School have a basic secondary curriculum plus practical vocational experience in agriculture and related areas. These schools are accredited by the state of Oklahoma. Both of these schools offer such opportunities as school banks, student operated canteens and a great variety of student projects relating to agriculture, with the student getting first-hand information in buying and selling.

The living pattern of the Chilocco Agricultural School is somewhat different. The students are housed in large dormitories and the students eat in the school cafeteria.

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<sup>1</sup>News and Views of Chilocco, (Chilocco, 1955), p. 7.

Much of the food is prepared by the students, but cooks and cooks' helpers are employed by the school.

The Chilocco School is set up as an agricultural school, however, much emphasis is put upon training in technical vocations. A wide selection is offered, giving the student actual first-hand opportunities to learn on the best of equipment.

Pupils who attend these boarding schools are selected because they meet the criterion for admission to a government boarding school, they also must be at least one-quarter Indian.

Originally only the tribes native to Oklahoma were admitted to these schools, but more and more students have enrolled in public schools, until now all of the boarding schools on the west side of Oklahoma, with the exception of Pawnee, have a Navajo enrollment brought in from other states.

### CHAPTER III

#### MENTAL ABILITY AS A FACTOR IN EDUCATIONAL ACHIEVEMENT OF 75 INDIAN BOYS AND GIRLS FROM SELECTED INDIAN BOARDING SCHOOLS

In an effort to understand the pupil's ability certain areas must be probed to determine how well the student can do as indicated by some measure of ability or intelligence, anything less would be a matter of sheer guesswork.

Since the Revised Stanford-Binet has been used in this study it might be helpful to point out the following information:

The revision utilizes the assumptions, methods, and principles of the age scale as conceived by Binet. There are of course other systems of tests which are meritorious, but for the all-round clinical appraisal of a subject's intellectual level the Binet has no serious rival. It is not merely an intelligence test; it is a method of standardized interview which is highly interesting to the subject and calls forth his natural responses to an extraordinary variety of situations.<sup>1</sup>

By determining the students potential as measured by the new Revised Stanford-Binet Tests of Intelligence, and comparing it with the grades that his teachers have given him in his various subjects we can get one measure of accomplish-

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<sup>1</sup>L. M. Terman and M. A. Merrill, Measuring Intelligence, (New York: Houghton Mifflin Co., 1937), p. 4.

ment. In another way we can use a very objective standard, the California Test of Achievement, which will give us another rating scale, or point of reference, to judge just how well he is doing as related to what should be expected on the basis of the Stanford-Binet score. It is necessary to check the pupil's total academic performance as objectively as possible in order to understand his abilities. This chapter will be devoted to an effort to gain an understanding of that portion of his total achievement pattern.

It was pointed out in chapter one that a selected group of Plains Indian pupils from Western Oklahoma was to be used in this study. The writer feels that in using the Stanford-Binet Test of Intelligence as a tool for measuring their intelligence he can obtain a reliable indication of their mental ability. This group of students has had the opportunity to attend a public school at least a good share of the time during their total years of education, and their actual modes of living allowed them opportunities to know the cultural patterns of the majority group. The following explanation of mental abilities seems appropriate at this time:

The intelligence quotient is a measure of the pupil's relative brightness. If it is assumed that an average child grows in mentality at the same rate as he ages chronologically, it then appears that children who have I.Q.s over 100 are above average and children who have I.Q.s below 100 are below average. This is not in disharmony with the usual indication of normal intelligence as being represented by I.Q.s between 90 and 110, for people of normal intelligence center around but not neces-



sarily exactly at the average of intelligence.

However, as this concept of the average is applicable only in terms of the population as a whole and as very few pupil groups are average in this sense, the teacher should not generalize this statement and make it apply to pupil groups in the school.

The I.Q. alone tells nothing about the level of work of which a child is capable, for two children of age six and age twelve might both have I.Q.'s of 110 and yet the younger child would be entirely incapable at that time of types of performance commonplace to the older child.<sup>1</sup>

To prevent any disharmony in the findings, students with similar cultural patterns and from common grade groups were used in this study. The reader will find some variations, however this was the pattern that the students fell into. This can be accounted for by such factors as late enrollment, sickness while attending school, and little individual attention both from family and school.

By using boys and girls in grades eleven and twelve from three Indian boarding schools the writer was able to get students with similar background areas, or at least students with as nearly common characteristics as possible in all general areas.

Table 2 presents a comparison of the intelligence quotients of 75 Indian students by sex and grade level. The total class membership of the eleventh grade was 42, while the twelfth grade included 33 students.

Using 100 as an index to indicate average, seven boys

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<sup>1</sup>H. A. Green, A. N. Jorgensen, and J. R. Gerberich, Measurement and Evaluation in the Secondary School, (New York: Longmans, Green and Co., 1934), p. 227.

TABLE 2

A DISTRIBUTION OF 75 INDIAN STUDENTS BY  
SEX AND GRADE LEVEL ACCORDING TO  
INTELLIGENCE QUOTIENT SCORES

I.Q.	Eleventh		Twelfth	
	Boys	Girls	Boys	Girls
120-124 . .	. . .	1	. . . .	. . . .
115-119 . .	1	2	. . .	1
110-114 . .	2	2	1	. . .
105-109 . .	. . .	1	3	2
100-104 . .	4	1	6	3
95-99 . .	2	7	3	3
90-94 . .	2	5	1	3
85-89 . .	1	. . .	. . .	. . .
80-84 . .	3	5	3	1
75-79 . .	1	. . .	. . .	1
70-74 . .	. . .	1	1	1
65-69 . .	1	. . .	. . .	. . .
Total .	17	25	18	15
Highest I.Q. . .	115	124	113	116
Lowest I.Q. . .	66	73	73	74
Mean I.Q. . . .	95	97	91	96

in the eleventh grade scored 100 or above with the highest score being 115 while ten boys scored below the average with the lowest being 66. As a comparison, of the 18 boys in the twelfth grade the highest score was 113 with ten boys scoring average and above. The lowest score was 73, with eight boys having scores below the average. In the eleventh grade group nine boys scored in the point area from 75 to 99.

Again using 100 as an index to indicate average, seven girls in the eleventh grade scored 100 or above with the highest being 124, while 18 scored below average with the lowest being 73. As a comparison, of the 15 girls in the twelfth grade the highest score was 116 with 6 girls scoring average and above. The lowest was 74 with 9 girls having scores below average.

Of the total group of 75 students, 30 scored 100 or above, 45 had a score of 66 to 99, with the greatest number (15) scoring in the interval from 95 to 99. Using 100 as an index 45 students scored below average, while 30 students scored 100 or above. This indicates that the majority of the students of this total group were somewhat below average in intelligence. Sixty per cent of the total enrollment had intelligence quotients from 66 to 99, and 40 per cent had scores from 100 to 124.

Table 3 shows a distribution of 75 Indian students by sex and grade level according to teachers grade averages. Out of 17 boys in the eleventh grade we find 12 boys with

teacher grade averages<sup>1</sup> in the interval from 2.0 to 2.9, while 5 boys scored from 1.2 to 1.9, or 71 per cent of the eleventh grade boys scored from 2.0 to 2.9, while 29 per cent scored in the interval from 1.2 to 1.9.

TABLE 3

A DISTRIBUTION OF 75 INDIAN STUDENTS  
BY SEX AND GRADE LEVEL ACCORDING  
TO TEACHERS GRADE AVERAGES

Teachers Grade Average	Eleventh		Twelfth	
	Boys	Girls	Boys	Girls
3.5 - 2.9 . .	. . .	1	. . .	1
3.0 - 3.4 . .	. . .	4	1	1
2.5 - 2.9 . .	4	8	6	8
2.0 - 2.4 . .	8	8	4	5
1.5 - 1.9 . .	4	4	4	. . .
1.0 - 1.4 . .	1	. . .	3	. . .
Total . .	17	25	18	15
Highest Teachers Grade Average . . .	2.9	3.5	3.3	3.6
Lowest Teachers Grade Average . . .	1.2	1.5	1.1	2.0
Mean . .	2.1	2.1	2.4	2.3

<sup>1</sup>On a point system in which A = 4 points, B = 3 points, C = 2 points, and D = 1 point, we shall consider C to be average or 2.0.

The twelfth grade boys numbered 18 and of this group eleven scored in the interval from 2.0 to 3.3 or 61 per cent of the total group. Of this same group seven boys scored from 1.1 to 2.0 representing 39 per cent of the total group of twelfth grade boys.

Twenty-one, or 84 per cent of the girls in the eleventh grade of this group scored from 1.5 to 1.9. Of the total group of 75 students, 78 per cent scored 2.0 or above, while 22 per cent or about one-fourth of the total group had teachers grade averages below 2.0 or "C".

The boys of the eleventh grade had a mean teachers grade average of 2.1 while the boys of the twelfth grade group had a mean teachers grade average of 2.4. The girls of the eleventh grade had a mean teachers grade average of 2.1, which was exactly the same as the eleventh grade boys while in the twelfth grade the girls had a mean grade average of 2.3.

In Table 4 we have a distribution of the California Achievement Grade Placement scores of 75 Indian students by sex and grade level.

According to this scale, 6 eleventh grade boys scored in grade intervals from 11.0 to 11.7 while 11 boys scored in the grade interval from 6.9 to 11.0. Of the boys in the twelfth grade, 3 boys scored at grade twelve or above while the remaining 15 scored below their grade level in achievement. Percentage wise this constitutes 45 per cent achieving

TABLE 4

A DISTRIBUTION OF 75 INDIAN STUDENTS  
BY SEX AND GRADE LEVEL ACCORDING  
TO CALIFORNIA ACHIEVEMENT  
GRADE PLACEMENT

California Achievement Grade Placement	Eleventh		Twelfth	
	Boys	Girls	Boys	Girls
13.5 - 13.9 . .	. . .	1	. . .	. . .
13.0 - 13.4 . .	. . .	. . .	. . .	. . .
12.5 - 12.9 . .	. . .	2	2	1
12.0 - 12.4 . .	. . .	2	1	2
11.5 - 11.9 . .	2	1	1	1
11.0 - 11.4 . .	4	7	. . .	3
10.5 - 10.9 . .	. . .	. . .	. . .	. . .
10.0 - 10.4 . .	3	2	2	1
9.5 - 9.9 . .	2	1	2	1
9.0 - 9.4 . .	1	4	8	3
8.5 - 8.9 . .	1	3	1	. . .
8.0 - 8.4 . .	1	1	. . .	2
7.5 - 7.9 . .	1	. . .	. . .	. . .
7.0 - 7.4 . .	1	1	1	1
6.5 - 6.9 . .	1	. . .	. . .	. . .
Total . .	17	25	18	15
Highest Grade Placement . . .	11.7	13.5	12.6	12.8
Lowest Grade Placement . . .	6.9	7.4	7.4	7.0
Mean Grade Placement . . .	9.7	10.4	10.0	10.3

at appropriate grade level.

On the same grade placement 13 girls in the eleventh grade scored from 11.0 to 13.5 and 12 girls scored from 7.4 to 11.0 while for the twelfth grade girls, 7 scored in the interval from 12.0 to 12.9 and 8 scored from 7.0 to 11.9. Thirty-three per cent of the girl students scored grade twelve or above, 67 per cent scored below their grade level.

The mean grade placement of this group indicates that on objective, subject matter tests a large majority of the students are achieving below their actual grade placement. Administrators of government boarding schools have reasoned such things as bilingualism, late school enrollment, and poor home conditions as among the causes for a poor showing in educational achievement; however, few of the students in this study think in terms of a dual language so this factor appears to be not important. Practically all of the students in this study have at one time or another attended a public school, but for socio-economic reasons did not fit in with the general population that now attends such schools.

In the total membership of the eleventh grade 23 per cent of the group achieved in the eleventh grade and above, while in the total membership of the twelfth grade 15 per cent achieved at that grade level or above.

In Table 5 we find that only 2 eleventh grade boys ranked high enough to fall in the 50-54 percentile rank interval indicating that of the total student population who

TABLE 5

A DISTRIBUTION OF 75 INDIAN STUDENTS  
BY SEX AND GRADE LEVEL ACCORDING  
TO CALIFORNIA PERCENTILE RANK

California Percentile Rank	Eleventh		Twelfth	
	Boys	Girls	Boys	Girls
80 - 84 . . . . .	. . .	1	. . .	. . .
75 - 79 . . . . .	. . .	. 2 .	. . .	. . .
70 - 74 . . . . .	. . .	. 2 .	. . .	. . .
65 - 69 . . . . .	. . .	. . .	. . .	. . .
60 - 64 . . . . .	. . .	. 2 .	. . .	1
55 - 59 . . . . .	. . .	. . .	. . .	. . .
50 - 54 . . . . .	2	1	1	1
45 - 49 . . . . .	. . .	. . .	. . .	. . .
40 - 44 . . . . .	5	6	3	2
35 - 39 . . . . .	. . .	. . .	. . .	. . .
30 - 34 . . . . .	. . .	3	. . .	3
25 - 29 . . . . .	4	3	1	1
20 - 24 . . . . .	. . .	3	2	. . .
15 - 19 . . . . .	2	3	9	4
10 - 14 . . . . .	2	. . .	1	2
5 - 9 . . . . .	2	1	1	1
1 - 4 . . . . .	. . .	. . .	. . .	. . .
Total . . .	17	25	18	15
Highest Percentile Rank . . . .	50	80	50	60
Lowest Percentile Rank . . . .	5	5	5	5
Mean Percentile Rank . . . .	27	36	20	29



have taken the California Achievement Test Complete Battery, Advanced, only 2 boys ranked equal to 50 per cent of the total population. Of the same group, 5 boys ranked in the percentile interval of 40-44, while the remaining 10 boys ranked in the interval range from the 5th percentile to the 30th percentile. The greatest variation in range of any of the four groups was the eleventh grade where 6 girls scored in the 50th percentile or above while the remaining 19 ranked in the interval from the 5th to the 49th percentile.

The eighteen boys in the twelfth grade ranked similarly to the eleventh grade group with one boy scoring in the 50th percentile and the large majority falling in the range from the 5th to the 29th percentile. Of the fifteen twelfth grade girls, two girls scored in the 50th percentile or above with the highest percentile rank being 60, while 13 girls ranked below the 50th percentile with the lowest being 5.

Of the four groups, the eleventh grade girls had more of their group above the 50th percentile on the basis of the California Achievement Tests Battery, form AA. It is interesting to note that 15 per cent of the total group had an achievement rank score which placed them at the 50th percentile or above, while 37 per cent of the total ranked in the percentile interval from 1 to 19. The mean percentile rank for the eleventh grade boys was 37 as compared to 20 for the twelfth grade boys while for the eleventh grade girls, the mean percentile rank was 36 as compared to 29 for the

twelfth grade girls.

In Table 6 we find the total group of selected Indian students distributed according to tribal identification on the basis of intelligence quotient, teachers grade average, California grade placement and California percentile rank. It is interesting to note that a good many of the students have a membership with two tribes and sometimes three tribes. The combinations have been kept throughout this study.

It was felt that the best approach to a comparison of the groups was not to identify each tribe against tribe, but to take samplings among the various tribes in such areas as intelligence quotient, teachers grade average, California grade placement and California percentile rank. While the differential among the tribes is not great the exceptions will be noted. As is expected the tribes with the larger membership encompass most of the high to low scales of the study.

The tribe with the largest number of students was the Kiowa with 19 members. Of the total Kiowa group the highest I.Q. was 105, the highest teachers grade average was 3.6, and the highest California grade placement was 12.2. This group had the lowest I.Q. which was 66. There was some evidence of over achievement in this tribe as the highest I.Q. was 105 with a teachers grade average of 3.6, but on the whole this group is quite average in most areas.

The Comanche tribe was the second largest group used

in this study. Their total enrollment was nine. We find that an eleventh grade girl of this tribe scored 118 on her I.Q. test, had a California grade placement of 13.5, and a teachers grade average of 3.4. The lowest I.Q. for this group was 75. In this group we find a student with considerable talent in four of the areas in which all of the students were tested for educational achievement, but for the most part the Comanche students scored about average in the areas of educational achievement.

There were two groups with five members, the Arapaho and the Shawnee. In the Arapaho tribe the highest I.Q. was 114, the lowest 94, and the mean 104. The highest teachers grade average was 2.7. There is nothing exceptional about this group and we find them about average in both intelligence and educational achievement.

The Arapaho tribe has not adjusted to the majority culture as well as other tribes. Their mores have been adverse to this culture, and consequently they have been misunderstood and often discriminated against. Perhaps this was because they did not keep up with a changing pattern, and perhaps they did not want to change with the new pattern.

The other tribe with five members is the Shawnee. The highest I.Q. was 104, the lowest 80, and the mean 97. Of this group one twelfth grade boy had a teachers grade average of 3.3, which is a B plus or low A minus, while on the California Achievement grade placement he was .6 above his actual

grade placement.

There were two tribes with a membership of four, the Seneca and the Cheyenne, the latter is a truly western Oklahoma tribe and well known for its steadfastness in early Oklahoma history. Their early history reflects a life of violence; the warriors of this tribe asked no quarter and expected none. Perhaps this has been one of the reasons that they held on to their way of thinking and to a more primitive way of life. It is reflected in their mode of living today and has held them back from taking some of the rewards of present day living.

The highest I.Q. of this group of the Cheyenne tribe was 115, the lowest 90, the mean 101, with the highest teachers grade average being almost a B minus.

The other tribe with a membership of four is the Seneca, not a well known group. Their highest I.Q. was 98, the lowest 96, and the mean 96.

There were thirteen tribes with a membership of 1. For this group the highest I.Q. was made by a girl from the Delaware-Pawnee tribe, her I.Q. was 116. The lowest I.Q. was made by a member of the Potawatomi tribe. Pupils from tribes with a membership of one tended to be slightly below their grade placement. There was little evidence of over achievement or under achievement in this group. The highest percentile rank for tribes with a membership of 1 was 50.

Insofar as the total tribes are concerned no single

TABLE 6

A DISTRIBUTION OF 24 TRIBAL GROUPS OF INDIAN STUDENTS  
ON THE BASIS OF INTELLIGENCE, TEACHERS GRADE  
AVERAGE, CALIFORNIA GRADE PLACEMENT AND  
CALIFORNIA PERCENTILE RANK

Tribe and Tribal Enrollment	I.Q.			Teachers Grade Average			California Grade Placement			California Percentile Rank		
	High- est	Mean	Low- est	High- est	Mean	Low- est	High- est	Mean	Low- est	High- est	Mean	Low- est
Alabama . . . (1)	84	84	84	3.0	3.0	3.0	8.6	8.6	8.6	15	15	15
Arapaho . . . (5)	114	104	94	2.7	2.1	1.3	12.5	11.2	10.1	50	42	40
Caddo . . . (1)	100	100	100	1.5	1.5	1.5	11.0	11.0	11.0	40	40	40
Caddo-												
Delaware . . (2)	117	104	91	3.0	2.7	2.4	12.5	9.9	7.4	70	38	5
Cheyenne . . (4)	115	101	90	2.9	2.8	2.6	11.0	9.4	9.9	40	24	15
Comanche . . (9)	118	86	73	3.4	2.9	1.1	13.5	9.8	8.0	80	25	5
Comanche-												
Cheyenne . . (1)	108	108	108	2.5	2.5	2.5	11.6	11.6	11.6	40	40	40
Comanche-												
Arapaho . . . (1)	82	82	82	2.5	2.5	2.5	9.5	9.5	9.5	25	25	25
Delaware-												
Pawnee . . . (1)	116	116	116	2.9	2.9	2.9	9.6	9.6	9.6	15	15	15
Comanche-												
Mexican . . . (2)	107	101	96	2.1	1.9	1.8	9.4	9.2	9.0	15	15	15
Kiowa . . . (19)	105	94	66	3.6	2.1	1.6	12.2	9.2	7.0	50	25	1
Kiowa-												
Apache . . . (1)	98	98	98	2.5	2.5	2.5	12.0	12.0	12.0	40	40	40
Kickapoo . . (1)	96	96	96	2.7	2.7	2.7	11.0	11.0	11.0	40	40	40
Kickapoo-												
Potawatomi . (1)	84	84	84	1.5	1.5	1.5	9.4	9.4	9.4	25	25	25
Otoe . . . . (2)	114	107	97	3.4	3.0	2.6	11.0	11.0	11.0	40	40	40

TABLE 6--Continued

Tribe and Tribal Enrollment	I.Q.			Teachers Grade Average			California Grade Placement			California Percentile Rank		
	High- est	Mean	Low- est	High- est	Mean	Low- est	High- est	Mean	Low- est	High- est	Mean	Low- est
Osage-Pawnee (1)	91	91	91	2.0	2.0	2.0	8.5	8.5	8.5	20	20	20
Pawnee . . . (3)	112	104	99	2.6	2.1	1.2	11.7	10.3	10.0	20	20	20
Pawnee-Iowa (1)	113	113	113	2.7	2.7	2.7	9.4	9.4	9.4	15	15	15
Ponca . . . (3)	124	108	98	3.5	2.5	1.9	12.5	11.4	9.8	70	45	20
Potawatomi . (1)	77	77	77	2.1	2.1	2.1	10.0	10.0	10.0	25	25	25
Sac and Fox (2)	98	95	92	2.6	2.4	2.3	11.0	11.0	11.0	40	35	30
Sac and Fox-												
Shawnee . . (1)	89	89	89	1.9	1.9	1.9	11.7	11.7	11.7	50	50	50
Shawnee . . (5)	104	97	80	3.3	2.4	1.8	12.6	11.0	8.5	50	34	10
Shawnee-												
Kickapoo . . (1)	97	97	97	2.9	2.9	2.9	10.3	10.3	10.3	30	30	30
Seneca . . . (4)	98	97	96	2.3	1.7	1.2	12.0	11.1	9.6	40	30	15

tribe had all of the high scores or the low scores. As one would expect we find that the range of high-low scores was found throughout all of the tribes. We found high I.Q. scores in a tribal group that never has distinguished itself for anything outstanding.

On the whole, the entire tribal groups scored above average or C. Eleven tribes scored below 2.0, reflecting the scale. They also scored below their actual grade placement as revealed by the California Grade Placement. On their percentile scores they fell in the lower areas of the percentile rank.

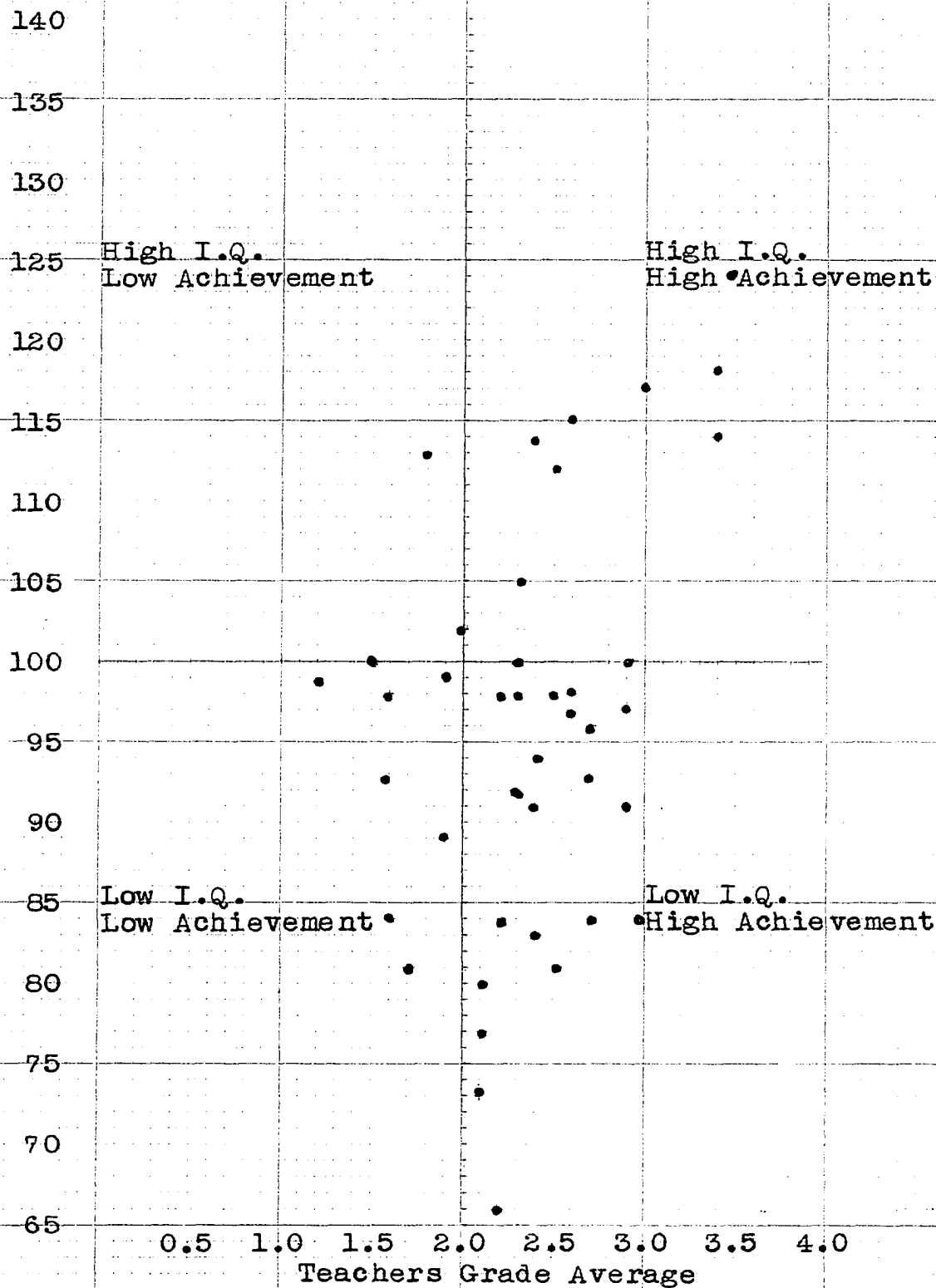
It was felt that a more objective view of achievement could be gained from a study of the students score in the area of mental ability by comparing it with the grade average that he earned from his instructors. Table 7 presents this information.

Table 7 is based upon all of the members of the eleventh grade, both boys and girls, with a total membership of 42. The students average subject matter score is based upon a point system in which A equals four points, B equals three points, C equals two points and D equals one point. Each students grade average was determined by using the above point system for three years of secondary work, grades nine, ten and eleven.

The majority of eleventh graders fell below 100 on their I.Q. score, however, a majority of these students had

TABLE 7

A COMPARISON OF 42 INDIAN PUPILS BOTH BOYS AND GIRLS  
IN THE ELEVENTH GRADE ON THE BASIS OF MENTAL  
ABILITY AND TEACHERS GRADE AVERAGE



Each dot represents a student.



a grade average of 2.5 or better, and one student with an I.Q. of 100 had a 2.9 grade average. The highest I.Q. in this group was 124, a student with a 3.5 grade average, while the lowest I.Q. was 66 with an academic grade average of 2.2.

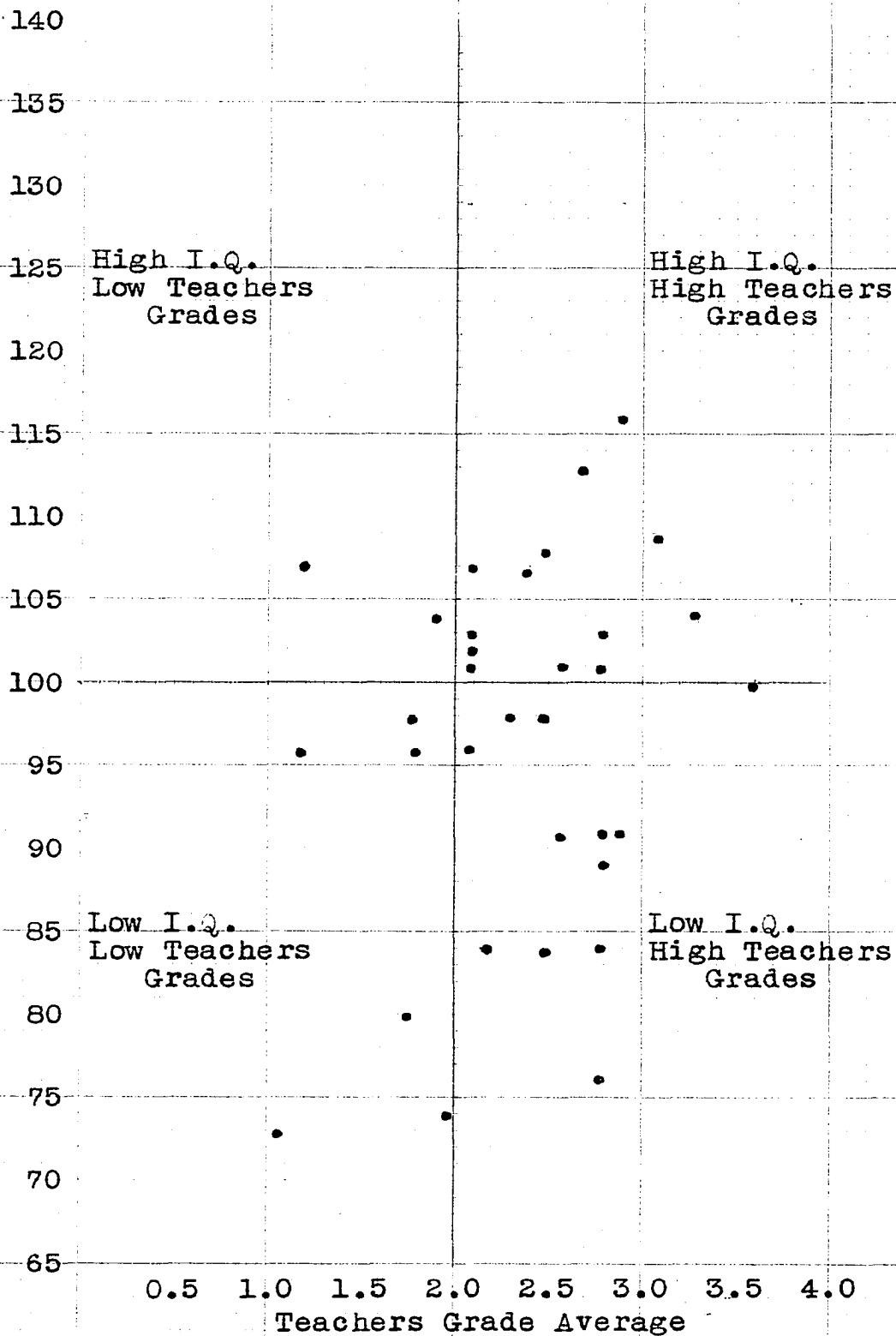
Some evidence of the "halo" effect is found with one student having an I.Q. of 66 and a grade average of 2.2, and another student with an I.Q. score of 84 and a grade average of 2.7. In contrast, one student with an I.Q. of 114 had a teachers grade average of only 1.8 which indicates that this student is definitely under achieving. In the group of 30 students having teachers grade averages from 2.0 to 3.0, only eight students had an I.Q. of 100 or better. Two students had teachers grade averages of 3.4, with one having an I.Q. of 114 and the other an I.Q. score of 119.

Of the total group of 42 eleventh grade students we find from Table 7, by comparison of I.Q. with teachers grade average, that 3 students have high I.Q. scores and low achievement, 10 students have high I.Q. scores and high achievement, 8 students have low I.Q. scores and low achievement, and 21 students have low I.Q. scores and high achievement scores. Thus, 50 per cent of the eleventh grade group had low I.Q. scores but scored high in achievement, which indicates that this group is doing well in areas of educational achievement, with only 8 per cent of the students having high I.Q.s and low achievement scores.

In Table 8 there are thirty-three students consisting

TABLE 8

A COMPARISON OF 33 INDIAN PUPILS BOTH BOYS AND GIRLS  
IN THE TWELFTH GRADE ON THE BASIS OF MENTAL  
ABILITY AND TEACHERS GRADE AVERAGE



Each dot represents a student

of both boys and girls in the twelfth grade with each dot on the table representing a student. The twelfth grade consists of 16 students who have an I.Q. of 100 or higher. The greatest cluster of grade point scores lies between 1.8 and 2.9.

The highest I.Q. in this group is 116 and the lowest is 73. There is a definite cluster of I.Q. scores between 90 and 110. The highest I.Q. score of 116 was made by a girl who had an academic grade average of 2.9. She has an interesting background as she is one of the few students who is a total orphan, and has been for many years. The years in a boarding school have effected her in many ways, to a degree this has deadened her motivation for better things, and for making better grades.

One case of over achievement was a student with an I.Q. of 104 who had an academic grade average of 3.3. The student with the lowest I.Q. of 73 had an academic grade average of 1.1.

There is somewhat of a cluster of scores around I.Q. 100 and teachers grade average of 1.5 and 2.5, indicating that the scores of the majority of the students fell in that area.

Of the total group of 33 students in grade twelve, on the basis of the scattergram in Table 8, we find that 14 students had high I.Q. scores and high achievement, 2 had high I.Q. scores and low achievement scores, 6 had low I.Q. scores and low achievement scores, 11 had low I.Q. scores and

high achievement scores on the basis of teacher grade averages.

In Table 9 we have a comparison of two areas, that of the California academic grade placement and teachers grade averages which are based on actual grade averages made in grades nine, ten and eleven.

In the eleventh grade there were 42 students, both boys and girls, and of this group seventeen scored eleventh grade or better on the California academic grade placement. The academic grade average that teachers gave this eleventh grade group ranked from 1.1 to 3.4 with the greatest number of students falling in 2.0 to 3.0, or C to B average, and a majority of these same students falling below grade eleven on their California academic grade placement.

Four students scored eleventh grade or better on their California academic grade placement, and also had a teachers grade average of 3.0 or better. Four students scored eleventh grade or better on their California academic grade placement and fell in the class of 1.0 to 2.0 in academic teachers grades.

One student with a California academic grade placement of 6.9 had an academic grade average of 2.2 which was either over achievement or evidence of "halo" effect. Another student with a California academic grade placement of 8.6 scored a 3.0 average on her teachers grade average. Still another student had a California academic grade placement of

TABLE 9

A COMPARISON OF 42 INDIAN PUPILS BOTH BOYS AND GIRLS  
IN THE ELEVENTH GRADE ON THE BASIS OF THE  
CALIFORNIA ACADEMIC GRADE PLACEMENT  
AND TEACHERS GRADE AVERAGE

Grade  
Placement

13.5

13.0

12.5

High California  
Academic Grade  
Placement

High California  
Academic Grade  
Placement

12.0

Low Teachers  
Grade Average

High Teachers  
Grade Average

11.5

11.0

10.5

10.0

9.5

9.0

8.5

Low California  
Academic Grade  
Placement

Low California  
Academic Grade  
Placement

8.0

Low Teachers  
Grade Average

High Teachers  
Grade Average

7.5

7.0

6.5

0.5 1.0 1.5 2.0 2.5 3.0 3.5 4.0  
Teachers Grade Average

Each dot represents a student.

7.4 with an academic grade average of 2.7 reflecting evidence of over achievement in so far as the teachers grades were concerned.

In Table 10 we have a comparison of the California academic grade placement and the teachers grade average for grade twelve.

Fifteen girls are represented in this group and 18 boys which gives a relatively even distribution. The oldest student is twenty-two and the youngest is seventeen. In this group 5 students scored grade twelve or better on their California academic grade placement. Of this group one student with a California grade placement of 12.3 had an academic grade average of 3.6. A majority of the students fell into an academic grade average of from 2.0 to 3.0 while of the total group, seven students fell into the academic grade average of from 1.0 to 2.0. This group had 3 students with an academic grade average between 3.0 and 4.0.

There is some evidence of "halo" or over achievement indicated in this table. Two students, one with a California grade placement of 7.0, had an academic grade average of 2.8. The writer is well acquainted with this girl. She is quite large, though not fat, and her student nickname is "Football". At times she is very popular with the student body for her basketball ability and her physical ability to shove people around. She had an I.Q. of 76. There is probably no "halo" effect here as the instructors never particularly cared for

TABLE 10

A COMPARISON OF 33 INDIAN PUPILS BOTH BOYS AND GIRLS  
IN THE TWELFTH GRADE ON THE BASIS OF THE  
CALIFORNIA ACADEMIC GRADE PLACEMENT  
AND TEACHERS GRADE AVERAGE

Grade  
Placement  
13.5

13.0

High California  
Academic Grade  
Placement

High California  
Academic Grade  
Placement

12.5

Low Teachers  
Grade Average

High Teachers  
Grade Average

12.0

11.5

Low California  
Academic Grade  
Placement

Low California  
Academic Grade  
Placement

11.0

Low Teachers  
Grade Average

High Teachers  
Grade Average

10.5

10.0

9.5

9.0

8.5

8.0

7.5

7.0

6.5

0.5 1.0 1.5 2.0 2.5 3.0 3.5 4.0  
Teachers Grade Average

Each dot represents a student.

her. She was not a hard worker among the teachers, but tended, to some extent, to bully them and although none were afraid of her they did not care to get into any difficulty with her. The greatest cluster of students in this group seems to fall on the California grade placement score of from 9.0 to 12.0 and have an academic grade average of from 2.0 to 3.0.

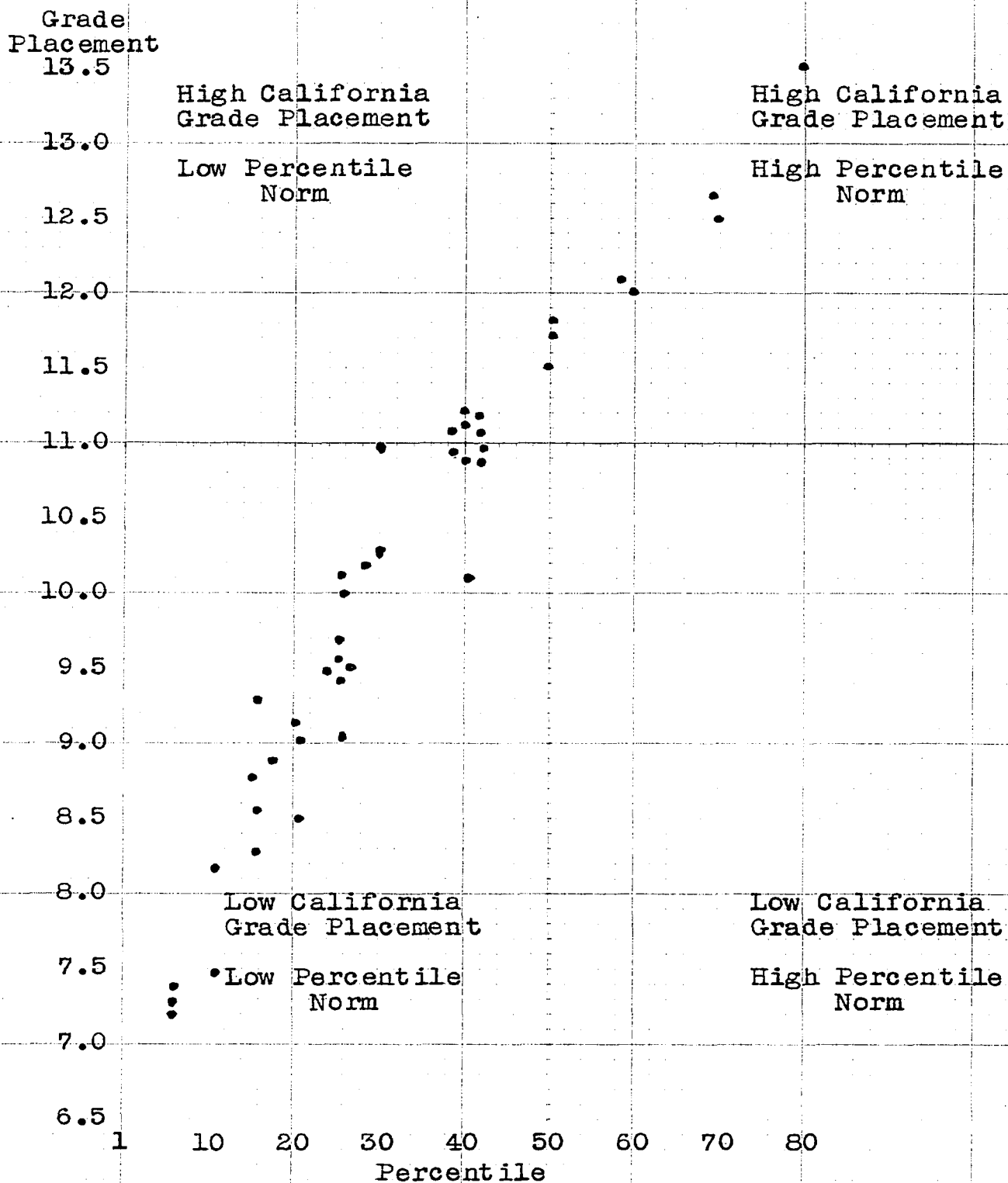
The percentages of the twelfth grade group may be summarized as follows: 6 per cent had high California grade placement and low teachers grade average; 21 per cent had low California grade placement and low teachers grade average; 9 per cent had high California grade placement and high teachers grade average; 64 per cent had low California grade placement and high teachers grade average, or more than one-half of the total class is achieving higher than their California academic grade placement indicates. It might be that the teachers on the whole are grading a little high.

In Table 11 we have a comparison between the California academic grade placement and the California rank percentile norms for the eleventh grade which is made up of 42 students, both boys and girls. The table reflects to the reader how well each individual student does in relation to other students who have taken this test. This table is made up of 42 students from three different schools. Of this group three students had a percentile score of 5, and one student had a percentile score of 80. There is no pattern of



TABLE 11

A COMPARISON OF 42 INDIAN PUPILS BOTH BOYS AND GIRLS  
IN THE ELEVENTH GRADE ON THE BASIS OF THE  
CALIFORNIA ACADEMIC GRADE PLACEMENT  
AND PERCENTILE NORMS



Each dot represents a student.

a definite plateau of scores although there is a small cluster at the percentile scores of 15, 25 and 40.

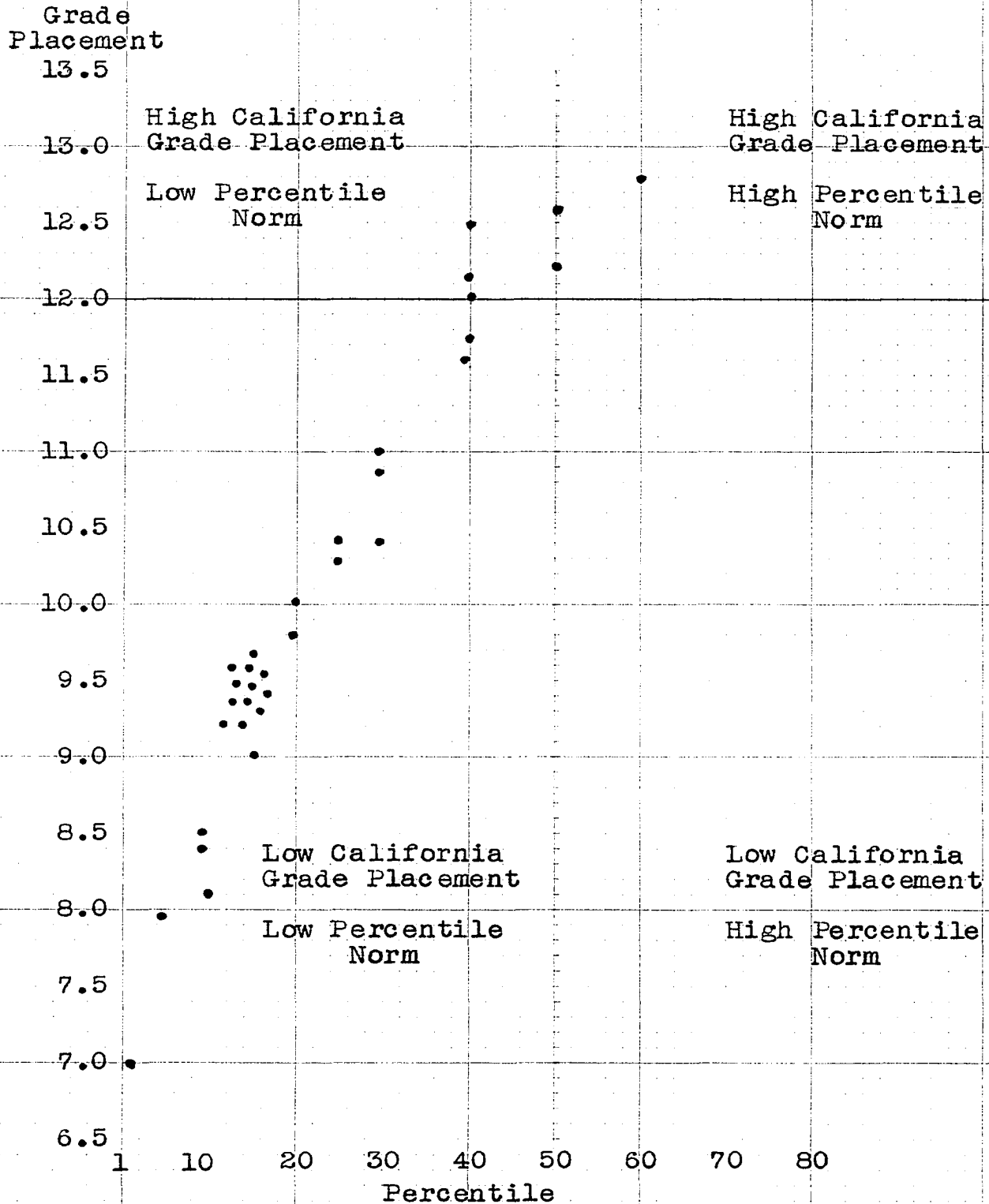
It is interesting to note that of this group 66 per cent of the boys and girls scored in the area of low California grade placement and low percentile norm. Twenty-three per cent of this group scored high in the California grade placement and low in percentile norm. Eleven per cent scored high in the California grade placement and had a high percentile norm. Of all the scattergrams used in this study, this is the only one in which there were no students scoring a low California grade placement and high percentile norm. On the basis of this information it is noted that a good portion of the students are not up to their true grade as revealed by the California grade placement.

Table 12 represents a comparison of boys and girls from the twelfth grade in certain areas of academic grade placement as revealed by the California achievement battery and the percentile norms as revealed by these grades. There was one student with a percentile score of one, and a California academic grade placement of 7.0. Of the 75 students used in this study this score was next to the lowest for the entire group.

Of the total twelfth grade group 82 per cent scored low in the California academic grade placement and low in percentile norms. Nine per cent scored high in California academic grade placement and low in ranking percentile norm.

TABLE 12

A COMPARISON OF 33 INDIAN PUPILS BOTH BOYS AND GIRLS  
IN THE TWELFTH GRADE ON THE BASIS OF THE  
CALIFORNIA ACADEMIC GRADE PLACEMENT  
AND PERCENTILE NORMS



Each dot represents a student.

Nine per cent scored high in their California academic grade placement and high in their percentile norm. A majority of the twelfth grade scored low in the total areas in the California academic grade placement indicating a lack of knowledge in the fundamental subject matter taught in the classrooms.

There is a definite scale upward with no plateaus on the scattergram. The number of students above the California academic grade placement of 12.0 is less than those below, indicating that the majority needs remedial work in the majority of subjects taught in school. The cluster at the 9.5 California achievement grade placement on the 14th and 15th percentile suggests that a majority of the students probably would profit from social contacts that would provide more academic motivation.

Of the three schools in Table 13, Chilocco had the largest number of students in this study, its number 35. Fort Sill had 22 students and Riverside had 18.

School A ranked the highest in I.Q. with one student in the interval 120-124, the highest for school B was in the interval 115-119, with school C also having 2 students in this same interval.

The lowest interval was 65-69 made by a student in school C, while school B had 3 students in the I.Q. interval 70-74. The greatest number of students in any interval in school A was 7 in the interval 100-104, whereas in school B the largest number of students in an interval was 7 in the

TABLE 13

A COMPARISON OF INTELLIGENCE SCORES OF 75 STUDENTS FROM  
THREE INDIAN BOARDING SCHOOLS BOTH BOYS AND  
GIRLS IN THE ELEVENTH AND TWELFTH GRADE

I.Q.	School A				School B				School C			
	Eleventh		Twelfth		Eleventh		Twelfth		Eleventh		Twelfth	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
120-124 . . .	..	1	..	..	..	..	..	..	..	..	..	..
115-119 . . .	1	..	..	..	..	1	..	..	..	1	..	1
110-114 . . .	2	2	1	..	..	..	..	..	..	..	..	..
105-109 . . .	..	..	..	2	..	..	2	..	..	1	..	..
100-104 . . .	2	..	5	..	1	..	..	1	1	1	2	2
95-99 . . .	2	3	2	2	..	3	1	1	..	1	..	..
90-94 . . .	..	5	..	..	..	..	1	1	2	..	..	2
85-89 . . .	1	..	..	..	..	..	..	..	..	..	..	..
80-84 . . .	..	2	1	..	2	2	2	1	1	1	..	..
75-79 . . .	1	..	..	..	..	..	..	..	..	..	..	1
70-74 . . .	..	..	..	..	..	1	1	1	..	..	..	..
65-69 . . .	..	..	..	..	..	..	..	..	1	..	..	..
Total . .	9	13	9	4	3	7	7	5	5	5	2	6

interval 80-84, and in school C the interval with the most students was 6 in the interval 100-104.

In an over-all comparison the interval 80-84 had 12 students in it and the two intervals 95-99 and 100-104 had 15 students in each of them. Fifteen students, or about 20 per cent of the total group of students in the study, had I.Q.s falling in the intervals from 105-124. School A had 47 per cent of its group at I.Q. 100 or above. School B had 22 per cent of its group at I.Q. 100 or above, and school C had 5 per cent of its group at I.Q. 100 or above.

#### Summary

In the findings of this chapter concerning pupil ability and pupil achievement among the Plains tribes, the tables indicate that of the 75 pupils used in this study the majority are below average in mental ability. However, we find spots of high intelligence and high achievement.

In our various tables and scattergrams we find the cluster in pupil grade averages falling around grade C and I.Q. scores of 100. It is interesting to note that the eleventh grade girls had scores in higher brackets of I.Q. scores and pupil grade averages than any other group of this study.

We find evidence of the "halo" effect in all teachers grade averages. We also find evidence of under achievement, particularly in pupils who have had long periods of residence

in Indian boarding schools where other factors have entered into molding a type of pupil.

From the scores on mental ability of the total group of Plains Indian pupils we find that they have recorded higher achievement than would have been expected, especially in teachers grade averages. They have fallen down on the California achievement grade placement, showing they are weak in the fundamentals of subject-matter material. They are often glib, which may have led the teachers to falsely credit them with knowledge of subject-matter material. This is partially cultural as they have learned some of the techniques of making better grades, or over achieving in teachers grade averages.

## CHAPTER IV

### PERSONALITY AS A FACTOR IN EDUCATIONAL ACHIEVEMENT OF 75 INDIAN BOYS AND GIRLS FROM SELECTED INDIAN BOARDING SCHOOLS

It was felt that in identifying certain factors that shape or mold a person, the factor of personality is one of the more potent components that influence educational achievement.

The role of personality and its effect upon educational achievement will not be dealt with in large general areas, but in specific areas. As a tool for getting at the role of personality, the California Test of Personality, form AA was chosen. Other tests on personality were examined, such as the Minnesota Multiphasic, but this test was not used because it was felt that it was used more in a clinic to discover patterns of deviate behavior.

The students of this study are in a sense a select group in that their problems are economic and intra-cultural problems dealing in the conversion of an old way of life as contrasted to a new way of life and thinking. Chapter five of this study will go into the area of social environment.

As an aid to the study in which we wish to determine



the effect of personality upon educational achievement, the California Test of Personality, form AA, was used.

The following source material from the Manual should add to the value of this study:

The California Test of Personality has been designed to identify and reveal the status of certain highly important factors in personality and social adjustment usually designated as intangibles. These are the factors that defy appraisal or diagnosis by means of ordinary ability and achievement tests. Measurements of capacity, skill, and achievement, important as they are, do not constitute a complete picture of a functioning personality. When the teacher, counselor, or employer has, in addition to the above, evidences of a person's characteristic modes of response in a variety of situations which vitally affect him as an individual or as a member of a group, he can use this more adequate evidence to guide him to better personal and social adjustment.

From one standpoint, use of the term personality is unfortunate. Personality is not something separate and apart from ability or achievement but includes them; it refers rather to the manner and effectiveness with which the whole individual meets his personal and social problems, and indirectly the manner in which he impresses his fellows. The individual's ability and past achievements are always an inevitable part of his current attempts to deal with problems intelligently. Since tests of ability and achievement are already available, the term personality test, (measure, inventory or profile) has become attached to instruments for identifying and evaluating the more intangible elements of total complex patterns of feeling, thinking and acting.<sup>1</sup>

The California Test of Personality is organized around the concept of life adjustment as a balance between personal and social adjustment.

The factor of Personal Adjustment has six areas which give specific tendencies to feel, think and act. They are

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<sup>1</sup>L. P. Thorpe, W. W. Clark and E. W. Tiegs, California Test of Personality Manual, (Los Angeles: California Test Bureau, 1953), p. 2.

as follows:

1. Self-Reliance. The individual is capable of directing his own activities, and is emotionally stable.
2. Sense of Personal Worth. To feel worth means to feel capable and reasonably attractive.
3. Sense of Personal Freedom. The individual has a share in determining the policies that shall govern his life.
4. Feeling of Belonging. The student enjoys the love of family and friends, and commands a cordial relationship with all types of people.
5. Withdrawing Tendencies. The student substitutes the joys of a world of fantasy for actual successes in real life.
6. Nervous Symptoms. The student may have minor physical ailments which are the result of emotional conflicts.

The second part of the test on personality relates to the component Social Adjustment, or a person's relation to the outside world. Sub-areas with which the test deals are:

1. Social Standards. The individual who is positive in this area recognizes desirable social standards and has come to understand the rights of others.
2. Social Skills. This indicates that a person has, and shows, a liking for people when he goes out of his

way to help them. He reflects skill as a diplomat in his dealings with both friends and strangers.

3. Anti-social Tendencies. Characteristic tendencies are individuals who are given to bullying, frequent quarreling, disobedience and destructiveness to property.
4. Family Relations. The well adjusted person feels that he is loved and well treated at home, and has a sense of security and self respect.
5. School Relations. The student enjoys being with others, enjoys his school work, and is adapted to his age and maturity level.
6. Community Relations. A student who is making good adjustment is one who mingles happily with his neighbors, and is respectful of regulations pertaining to the general welfare.

Table 14 represents a distribution of scores of 75 Indian students by sex and grade level according to percentile rank of Personal Adjustment scores as revealed by the California Test of Personality, form AA. Raw scores were converted to percentile scores to enable the reader to better understand and make easy comparisons with the total population. In this test lower percentiles represent some difficulty, while higher percentiles represent adjustment, or at least

TABLE 14

A DISTRIBUTION OF 75 INDIAN STUDENTS BY SEX AND GRADE  
LEVEL ACCORDING TO PERCENTILE RANK OF  
PERSONAL ADJUSTMENT SCORES

	Eleventh Grade						Twelfth Grade					
	Boys			Girls			Boys			Girls		
	1A*1B	1C	1D	1E	1F		1A	1B	1C	1D	1E	1F
99 . . .	.	.	.	.	.	.	.	.	.	.	.	.
98 . . .	1	.	.	.	3	.	.	.	.	.	.	1
95 . . .	1	1	.	1	.	2	.	.	.	.	1	.
90 . . .	1	.	1	1	1	3	.	1	.	7	.	.
80 . . .	.	2	.	1	.	2	3	.	.	1	.	.
70 . . .	1	.	3	1	2	2	.	2	4	2	1	2
60 . . .	.	1	.	2	2	.	1	.	2	1	3	1
50 . . .	2	3	1	2	3	4	6	2	7	2	3	2
40 . . .	2	.	5	1	2	1	.	4	.	3	1	4
30 . . .	1	2	1	6	1	3	6	1	3	4	5	1
20 . . .	3	2	1	4	1	5	3	4	6	7	3	2
10 . . .	2	3	2	1	2	3	1	8	3	3	1	.
5 . . .	2	2	3	1	1	.	2	4	1	3	1	1
2 . . .	1	1	.	1	.	.	3	.	.	2	.	.
1 . . .	.	.	.	.	.	.	.	.	.	4	.	.
Total	17	17	17	17	17	25	25	25	25	25	18	18
	18	18	18	18	18	15	15	15	15	15	15	15

\*1A - Self-Reliance  
1B - Sense of Personal Worth  
1C - Sense of Personal Freedom

1D - Feeling of Belonging  
1E - Withdrawing Tendencies  
1F - Nervous Symptoms

knowledge of acceptable behavior and attitudes.

The majority of the eleventh grade boys scored below the 50th percentile in all areas, but the difference is not significant as the scores below the 50th percentile were bunched from the 20th to the 40th percentile. The eleventh grade girls' profile from 1A to 1F is somewhat different; on Self-Reliance (1A) the score is split, that is to say, there are an equal number of students above and below the 50th percentile.

Of the areas or components 1A to 1F the entire range was well scattered. There were a few low scores, but not enough to make any conclusive statements. Should there be one component that appears to trouble some of the girls it is the component, Withdrawing Tendencies (1E). Among the boys of both grades the troublesome components appear to be, Sense of Personal Worth (1B) and Withdrawing Tendencies (1E).

Table 15 represents the students of the former table but in the component of Social Adjustment. The boys in the eleventh grade appeared to have fairly stable scores with the majority of the scores falling around the 50th percentile. An exception noted is Anti-social Tendencies (2C), where 14 fell below the 50th percentile with one student appearing in the 2nd percentile. The component Family Relations (2F) also gave some students trouble, with one student falling in the 2nd percentile. The twelfth grade boys had low Social Adjustment in the areas of Social Standards (2A), Anti-social

TABLE 15

A DISTRIBUTION OF 75 INDIAN STUDENTS BY SEX AND GRADE  
LEVEL ACCORDING TO PERCENTILE RANK OF  
SOCIAL ADJUSTMENT SCORES

Per- centile Rank	Eleventh Grade												Twelfth Grade											
	Boys						Girls						Boys						Girls					
	2A*2B	2C	2D	2E	2F		2A	2B	2C	2D	2E	2F	2A	2B	2C	2D	2E	2F	2A	2B	2C	2D	2E	2F
99 . .	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
98 . .	.	.	.	.	2	.	1	1	.	.	2	2	.	4	.	.	.	.	.	.	.	.	.	.
95 . .	.	.	2	.	.	.	.	.	1	.	.	.	.	.	3	1	.	.	.	.	.	.	.	.
90 . .	.	2	.	2	2	1	.	1	.	2	3	1	.	.	.	3	.	3	1	1	.	.	.	.
80 . .	1	.	1	3	.	.	5	1	3	2	.	.	.	.	.	3	.	.	6	.	3	1	.	.
70 . .	.	.	.	.	1	4	.	3	.	1	2	3	.	.	.	.	4	.	.	1	.	.	4	4
60 . .	4	.	.	2	.	.	5	.	3	2	.	.	6	.	2	1	.	.	4	.	.	3	.	.
50 . .	.	4	.	1	3	3	1	5	1	.	3	4	.	.	.	.	4	4	.	1	.	1	3	2
40 . .	7	2	1	3	4	5	5	5	.	.	.	3	2	1	.	1	3	1	3	1	2	3	2	1
30 . .	.	3	4	3	1	.	.	4	1	3	6	6	.	3	1	.	.	2	.	3	2	2	3	4
20 . .	2	5	1	2	2	2	2	1	4	5	4	2	3	3	4	4	1	1	1	2	1	3	1	1
10 . .	1	1	5	1	.	1	3	.	7	8	3	.	2	2	5	3	4	1	.	2	5	2	2	1
5 . .	2	1	2	.	2	.	3	3	1	1	2	3	3	5	.	.	.	4	.	4	.	.	.	1
2 . .	.	.	1	.	.	1	.	1	4	.	.	1	.	.	1	.	2	.	.	.	2	.	.	1
1 . .	.	.	.	.	.	.	.	.	.	1	.	.	2	.	2	2	.	1	.	.	.	.	.	.
Total	17	17	17	17	17	17	25	25	25	25	25	25	18	18	18	18	18	18	15	15	15	15	15	15

\*2A - Social Standards

2B - Social Skills

2C - Anti-social Tendencies

2D - Family Relations

2E - School Relations

2F - Community Relations

Tendencies (2C), 27.4 per cent were above the 50th percentile and 72.6 per cent were below the 50th percentile, with 2 students falling in the 1st percentile.

The eleventh grade girls had strong scores in the higher percentiles in all components with lowest scores in Social Skills (2B), Anti-social Tendencies (2C), Family Relations (2C) and Community Relations (2F). However, these were offset by a good number of students above the 50th percentile. Among the twelfth grade girls, the cluster appears to be centered around the 50th percentile in all areas with no extremely high scores. Among the low scores, Anti-social Tendencies (2C) and Community Relations (2F) appear to give the twelfth grade girls the most trouble.

Table 16 represents the eleventh grade group of students in both personal and social adjustment areas. Thirty-seven per cent of the boys scored in the 50th percentile or higher in both areas, while 63 per cent scored below the 50th percentile. However, 52 per cent of the boys scored from the 10th to, and including, the 40th percentile, while only 9.8 per cent of the boys scored from the 1st to the 5th percentile. The very low scores were in the areas of Self-Reliance (1A), Sense of Personal Worth (1B), Anti-social Tendencies (2C) and Nervous Symptoms (1F). Of the responses in the eleventh grade 108, or 36 per cent were at the 50th percentile or above, while 64 per cent fell from the 1st through the 40th percentile.

TABLE 16

A DISTRIBUTION OF 42 ELEVENTH GRADE PUPILS  
ACCORDING TO PERCENTILE RANK OF PERSONAL  
AND SOCIAL ADJUSTMENT SCORES

Per- centile Rank	Eleventh Grade																	
	Boys									Girls								
	1A*	1B	1C	1D	1E	1F				1A	1B	1C	1D	1E	1F			
	2A	2B	2C	2D	2E	2F				2A	2B	2C	2D	2E	2F			
99 . . .	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
98 . . .	1	.	.	.	.	.	.	2	3	.	.	.	.	.	2	.	.	.
95 . . .	1	.	1	.	.	2	.	1	.	.	.	1	.	.	.	.	2	.
90 . . .	1	.	.	1	1	1	2	.	2	1	1	3	.	.	1	1	1	1
80 . . .	.	1	2	.	.	1	.	3	1	.	.	.	.	.	.	.	.	3
70 . . .	1	.	.	.	3	.	1	.	3	.	2	4	.	.	.	.	.	.
60 . . .	.	4	1	.	.	.	2	.	1	2	.	.	.	.	6	.	.	.
50 . . .	2	.	3	4	1	.	2	1	3	3	3	4	1	6	5	2	4	4
40 . . .	2	7	.	2	5	1	1	3	2	4	2	5	1	5	.	5	3	3
30 . . .	1	.	2	3	1	4	6	3	1	1	.	.	.	.	5	6	6	6
20 . . .	3	2	2	5	1	1	4	2	6	2	1	2	5	2	3	1	2	2
10 . . .	2	1	3	1	2	5	1	1	.	2	1	.	3	3	1	.	.	.
5 . . .	2	2	2	1	3	2	1	.	1	2	.	1	3	2	1	3	.	3
2 . . .	1	.	1	.	.	1	.	.	.	1	.	.	.	2	.	.	1	.
1 . . .	.	.	.	.	.	.	.	.	.	.	.	.	.	4	.	.	.	.
Total	17	17	17	17	17	17	17	17	17	17	17	17	25	25	25	25	25	25

\*1A - Self Reliance

1B - Sense of Personal Worth

1C - Sense of Personal Freedom

1D - Feeling of Belonging

1E - Withdrawing Tendencies

1F - Nervous Symptoms

2A - Social Standards

2B - Social Skills

2C - Anti-social

Tendencies

2D - Family Relations

2E - School Relations

2F - Community Relations



In checking the table for trends that might be significant it appears that there is a cluster from the 10th through the 40th percentile on total personality scores. Examination reveals that actually 153 scores, or 50.1 per cent of the total, fell into this bracket. The high scores for the eleventh grade girls were in Social Standards (2A), School Relations (2E) and Community Relations (2F). The component which gave the girls of the eleventh grade the most trouble was Withdrawing Tendencies (1E) where the entire membership of this class fell below the 50th percentile. Also, Sense of Personal Freedom (1C) gave this group some trouble as all of the girls in the eleventh grade fell below the 70th percentile.

Table 17 represents the students of the twelfth grade in the area of personal and social adjustment scores. Of the boys in the twelfth grade, 35 per cent scored in the 50th percentile or better, while 65 per cent scored from the 1st through the 40th percentile.

The low scores for the twelfth grade boys are in Social Standards (2A), Sense of Personal Worth (1B), Family Relations (2D), Withdrawing Tendencies (1E) and Community Relations (2F). From this information it appears there is more maladjustment in the social adjustment component among the twelfth grade boys.

For the girls in the twelfth grade, 34 per cent fell in the percentile group of 50 and above, while 66 per cent of

TABLE 17

A DISTRIBUTION OF 33 TWELFTH GRADE PUPILS ACCORDING  
TO PERCENTILE RANK OF PERSONAL AND  
SOCIAL ADJUSTMENT SCORES

Percentile Rank	Twelfth Grade													
	Boys							Girls						
	1A*	1B	1C	1D	1E	1F		1A	1B	1C	1D	1E	1F	
	2A	2B	2C	2D	2E	2F		2A	2B	2C	2D	2E	2F	
99 . . . .	.	.	.	.	.	.	.	.	.	.	.	.	.	.
98 . . . .	.	.	4	.	.	.	.	.	.	.	.	.	1	.
95 . . . .	.	.	.	.	3	1	.	1	.	.	.	.	.	.
90 . . . .	1	.	.	1	.	3	.	7	3	.	.	.	.	.
80 . . . .	1	.	1	.	.	3	1	.	.	.	.	.	.	.
70 . . . .	4	.	1	.	.	4	.	4	2	1	.	.	.	.
60 . . . .	.	6	.	.	2	1	1	3	.	.	.	.	.	.
50 . . . .	1	.	.	.	2	3	4	2	4	.	.	.	.	.
40 . . . .	4	2	.	1	5	1	3	3	1	1	.	.	.	.
30 . . . .	1	.	8	3	1	1	.	3	.	3	2	.	.	.
20 . . . .	2	3	2	3	3	4	5	4	3	1	.	1	.	.
10 . . . .	2	2	1	2	3	5	3	3	.	4	.	1	.	.
5 . . . .	2	3	4	5	4	.	4	.	1	.	.	4	.	.
2 . . . .	.	.	.	.	1	1	.	1	2	.	.	.	.	.
1 . . . .	.	2	1	.	.	2	.	2	.	.	1	.	.	.
Total	18	18	18	18	18	18	18	18	18	18	18	18	18	18
	15	15	15	15	15	15	15	15	15	15	15	15	15	15

\*1A - Self-Reliance

1B - Sense of Personal Worth

1C - Sense of Personal Freedom

1E - Withdrawing Tendencies

1F - Nervous Symptoms

2C - Anti-social  
Tendencies

TABLE 17

A DISTRIBUTION OF 33 TWELFTH GRADE PUPILS ACCORDING  
TO PERCENTILE RANK OF PERSONAL AND  
SOCIAL ADJUSTMENT SCORES

Percentile Rank	Twelfth Grade																	
	Boys										Girls							
	1A*	1B	1C	1D	1E	1F					1A	1B	1C	1D	1E	1F		
	2A	2B	2C	2D	2E	2F					2A	2B	2C	2D	2E	2F		
99 . . .	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	
98 . . .	.	.	4	.	.	.	.	.	.	.	.	.	.	.	.	1	.	
95 . . .	.	.	.	.	3	1	.	.	.	.	1	.	.	.	.	.	.	
90 . . .	1	.	.	1	.	3	.	.	7	3	.	1	2	.	.	.	.	
80 . . .	1	.	1	.	.	3	1	.	.	.	6	1	.	3	.	.	.	
70 . . .	4	.	1	.	.	4	.	4	2	1	1	.	1	2	.	4	4	
60 . . .	.	6	.	.	2	1	1	.	3	.	4	4	2	.	3	.	.	
50 . . .	1	.	.	.	2	.	3	4	2	4	3	2	.	1	3	3	2	
40 . . .	4	2	.	1	5	.	1	3	3	1	2	3	1	2	3	1	1	
30 . . .	1	.	8	3	1	1	.	3	.	3	3	3	2	3	2	1	4	
20 . . .	2	3	2	3	3	4	5	4	3	1	4	1	3	2	3	1	1	
10 . . .	2	2	1	2	3	5	3	3	.	4	1	.	2	5	2	2	1	
5 . . .	2	3	4	5	4	.	4	.	1	.	.	1	3	2	.	.	1	
2 . . .	.	.	.	1	1	.	.	1	2	.	.	.	.	.	1	.	1	
1 . . .	.	2	1	.	2	.	2	2	.	.	.	1	.	.	5	.	.	
Total	18	18	18	18	18	18	18	18	18	18	15	15	15	15	15	15	15	

\*1A - Self-Reliance

1B - Sense of Personal Worth

1C - Sense of Personal Freedom

1D - Feeling of Belonging

1E - Withdrawing Tendencies

1F - Nervous Symptoms

2A - Social Standards

2B - Social Skills

2C - Anti-social

Tendencies

2D - Family Relations

2E - School Relations

2F - Community Relations

this group scored in the 1st through the 40th percentile. Low scores for the twelfth grade girls are in Sense of Personal Worth (1B), Sense of Personal Freedom (1C), Withdrawing Tendencies (1E) and Nervous Symptoms (1F). From these data we can assume that the twelfth grade girls had more trouble with personal adjustment. It is interesting to note that in this group the boys had more apparent trouble in social adjustment while the girls had more trouble with personal adjustment. The twelfth grade boys had four students in the 98th percentile in the area of Social Skills (2B), while the twelfth grade girls had one student in the 98th percentile in the area, Nervous Symptoms (1F).

In Table 18 we find a comparison of the total personality scores according to sex and grade level of all of the students used in this study. We feel that this table will give the reader an overall picture of the personality rating of the students in the schools used in this study.

Among the eleventh grade boys 18 per cent of the group fell on the 50th percentile or above, while 82 per cent scored from the 5th to the 40th percentile. Among this group there was one score of 80 and one of 98, which was the highest for any of the four groups. The girls in the eleventh grade group scored differently in that 20 per cent of the membership scored on the 50th percentile and none scored above. Eighty per cent scored from the 5th through the 40th percentile.

TABLE 18

A DISTRIBUTION OF 75 INDIAN STUDENTS BY SEX AND GRADE  
LEVEL ACCORDING TO PERCENTILE RANK OF  
TOTAL PERSONALITY SCORES

Per- Centile Rank	Eleventh		Twelfth	
	Boys	Girls	Boys	Girls
99 . .	. .	. .	. .	. .
98 . .	1	. .	. .	. .
95 . .	. .	. .	. .	. .
90 . .	. .	. .	. .	. .
80 . .	1	. .	2	. .
70 . .	. .	. .	2	1
60 . .	. .	. .	. .	1
50 . .	1	5	. .	1
40 . .	4	2	1	2
30 . .	3	4	. .	2
20 . .	5	8	5	5
10 . .	1	4	6	1
5 . .	1	2	. .	2
2 . .	. .	. .	2	. .
1 . .	. .	. .	. .	. .
Total	17	25	18	15

Among the boys of the twelfth grade 22 per cent scored above the 50th percentile, and of this group 2 members fell in the 70th percentile and 2 members fell in the 80th percentile with the remaining 78 per cent falling in the 2nd through the 40th percentile. Of the girls in the twelfth grade we find that 3 girls, or 20 per cent, scored on the 50th percentile or above while 80 per cent scored from the 5th through the 40th percentile. The highest percentile score of this group was 70.

We will remember that in this test the higher percentile scores indicate better adjustment while low scores represent poor adjustment. Of the total group of students 80 per cent fell below the 50th percentile.

Table 19 represents the relationship between personal adjustment, as reflected by the California Test of Personality, and teachers grade average.

Forty-eight pupils from the total group fell in the bracket, low in personal adjustment and high in teachers grade average. There were 13 pupils in the high-high group, or the group high in personal adjustment and high in teachers grade average; the low-low group also had thirteen members. There was one student in the high-low group. From this table we might conclude that the factor of personality has not effected the pupils' teachers grade average as a majority of the students had grade averages above 2.0.

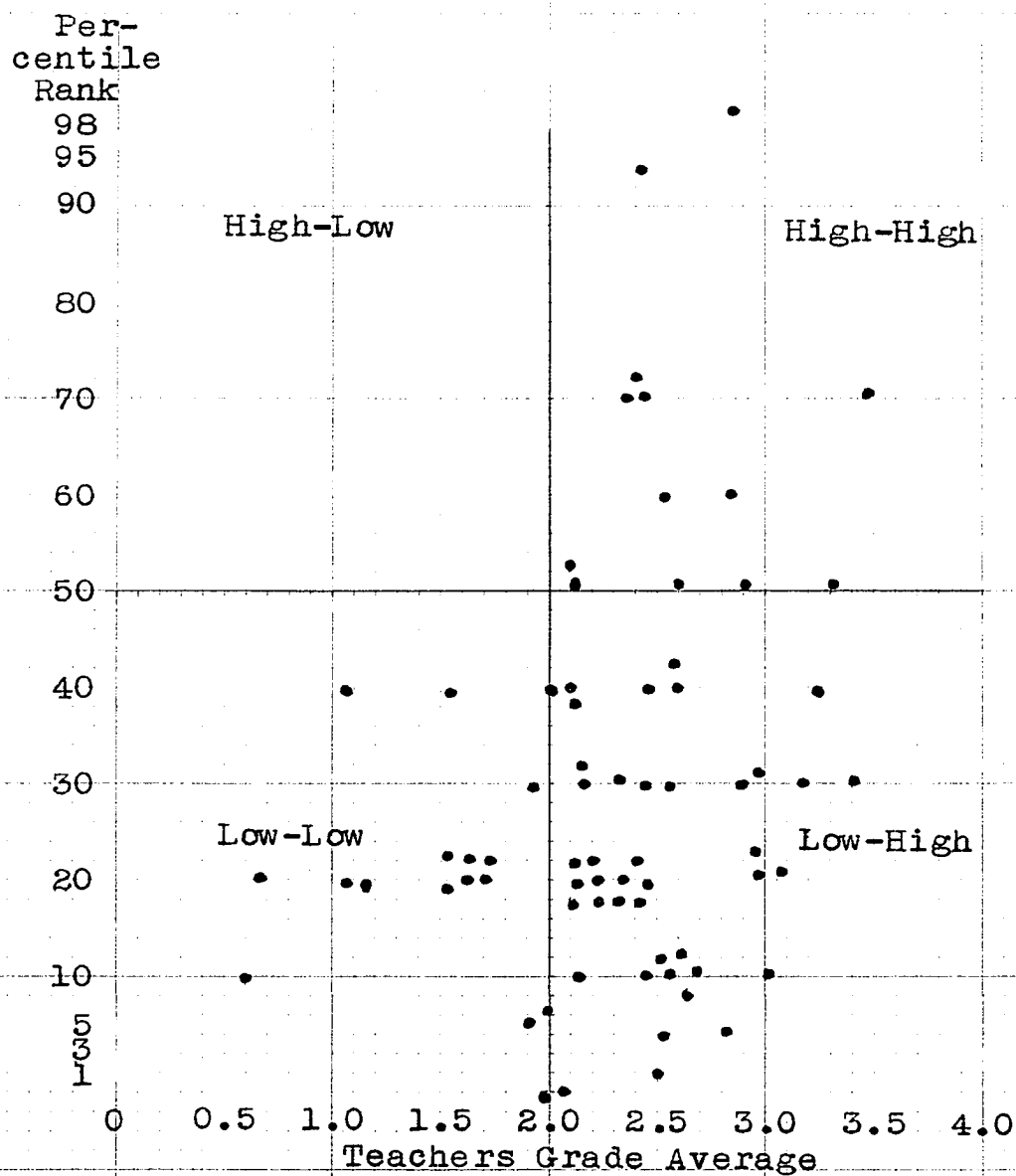
Table 20 represents the factor of social adjustment and teachers grade averages. As in the other tables, high percentile ranks represent adjustment patterns that are wholesome.

Twenty-four per cent of the pupils fell in the low-low group. In the high-low group were 1.3 per cent, 13.1 per cent in the high-high group, and 61 per cent in the low-high group.

Apparently this large segment of the group, the low-high group, is representative of the pupils in this study.

TABLE 19

A DISTRIBUTION OF 75 INDIAN STUDENTS ACCORDING  
TO PERCENTILE RANK OF PERSONAL ADJUSTMENT  
AND TEACHERS GRADE AVERAGE



Each dot represents a student.

TABLE 20

A DISTRIBUTION OF 75 INDIAN STUDENTS ACCORDING  
TO PERCENTILE RANK OF SOCIAL ADJUSTMENT  
AND TEACHERS GRADE AVERAGE

Per-  
centile  
Rank

98

95

90

80

70

60

50

40

30

20

10

5

3

1

High-Low

High-High

Low-Low

Low-High

0 0.5 1.0 1.5 2.0 2.5 3.0 3.5 4.0  
Teachers Grade Average

Each dot represents a student.



If so, their social adjustment scores did not effect their teachers grade average scores, as 85 per cent of the pupils in this study fell below the 50th percentile.

A cluster of pupils fell in the teachers grade average from 2.0 to 3.0, and 8 students had teachers grade averages of 3.0 to 4.0. Nineteen students, or 12 per cent of the total group, had teachers grade averages from 1.0 to 2.0. Only one student had from 0. to 1.0 on teachers grade average.

It will be noted that there are few students who had grade averages from 3.0 to 4.0, or in terms of grades, from B to A. Since a grade of C is considered to be average, we might conclude that the largest portion of this group of pupils is average, and that their social adjustment scores indicate a rather poor adjustment index.

In Table 21 we have combined the scores of social and personal adjustment to determine their influence upon the educational achievement as reflected by teachers grade averages. There were 15 members, or 20 per cent, in the group low in percentile rank and low in teachers grade average. There were 14 members in the high-high group, those high in percentile rank and high in teachers grade average. There was only one student in the high-low group.

This table reflects much the same results as the social and personal adjustment scores. The majority of the pupils were average as reflected by their teachers grade average.

TABLE 21

A DISTRIBUTION OF 75 INDIAN STUDENTS ACCORDING TO  
PERCENTILE RANK OF TOTAL ADJUSTMENT SCORES  
AND TEACHERS GRADE AVERAGE

Per-  
centile  
Rank

98

95

90

80

70

60

50

40

30

20

10

5

3

1

High-Low

High-High

Low-Low

Low-High

0 0.5 1.0 1.5 2.0 2.5 3.0 3.5 4.0  
Teachers Grade Average

Each dot represents a student.

It is felt that the pupils have been slowed down in achievement processes by social and personal conflicts which have hampered their learning, along with other problems as members of a minority group. No mention of their problems as a minority group, and the effect upon their social and personal adjustment, has been made, although the author feels, from the well known expressions of the white majority, that they are present.

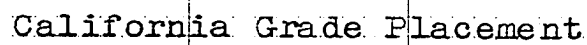
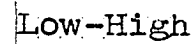
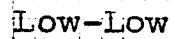
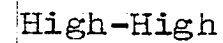
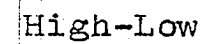
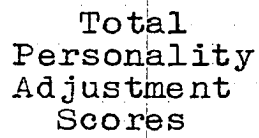
Apparently the pupils in this study are having more trouble with personal adjustment than they are with social adjustment. This follows the findings reflected by the California Test of Personality. It is felt by the writer that the personal adjustment of the pupils of this study is definitely reflected in their grades. It would appear that their grades reflect a general slowing down of effort and a lack of motivation insofar as educational achievement is concerned. Good pupils must stand a lot of "kidding" from other students because of student mores which lead them to chide those who make good grades. This is the result of a deep-seated cultural pattern.

We have in Table 22 two check points, that of the California grade placement and the total personality adjustment scores. It will be remembered that 75 pupils were used in this study from grades eleven and twelve, both grades were used to determine their general range.

In the low-low group, or those scoring in the

TABLE 22

A DISTRIBUTION OF 75 INDIAN STUDENTS ACCORDING  
TO PERCENTILE RANK OF TOTAL PERSONALITY  
ADJUSTMENT SCORES AND CALIFORNIA  
GRADE PLACEMENT



Each dot represents a student.

California grade placement from grades 7 to 10, and personality adjustment scores from 0 to 50, there were 37 pupils. This is 49 per cent of the total group. In the high-low group, or those scoring in the California grade placement from grades 10 to 13, we find 29 pupils, or 38 per cent of the group.

We find 7 pupils in the high-high group, which is 9.4 per cent of the total group. In the low-high group, or those having a grade placement from grades 7 to 10, with personality adjustment scores from 50 to 70, there were 2 pupils. Here we find a rather unusual situation. Seldom do you find pupils with high personality adjustment scores who score below their true grade according to chronological age and grade.

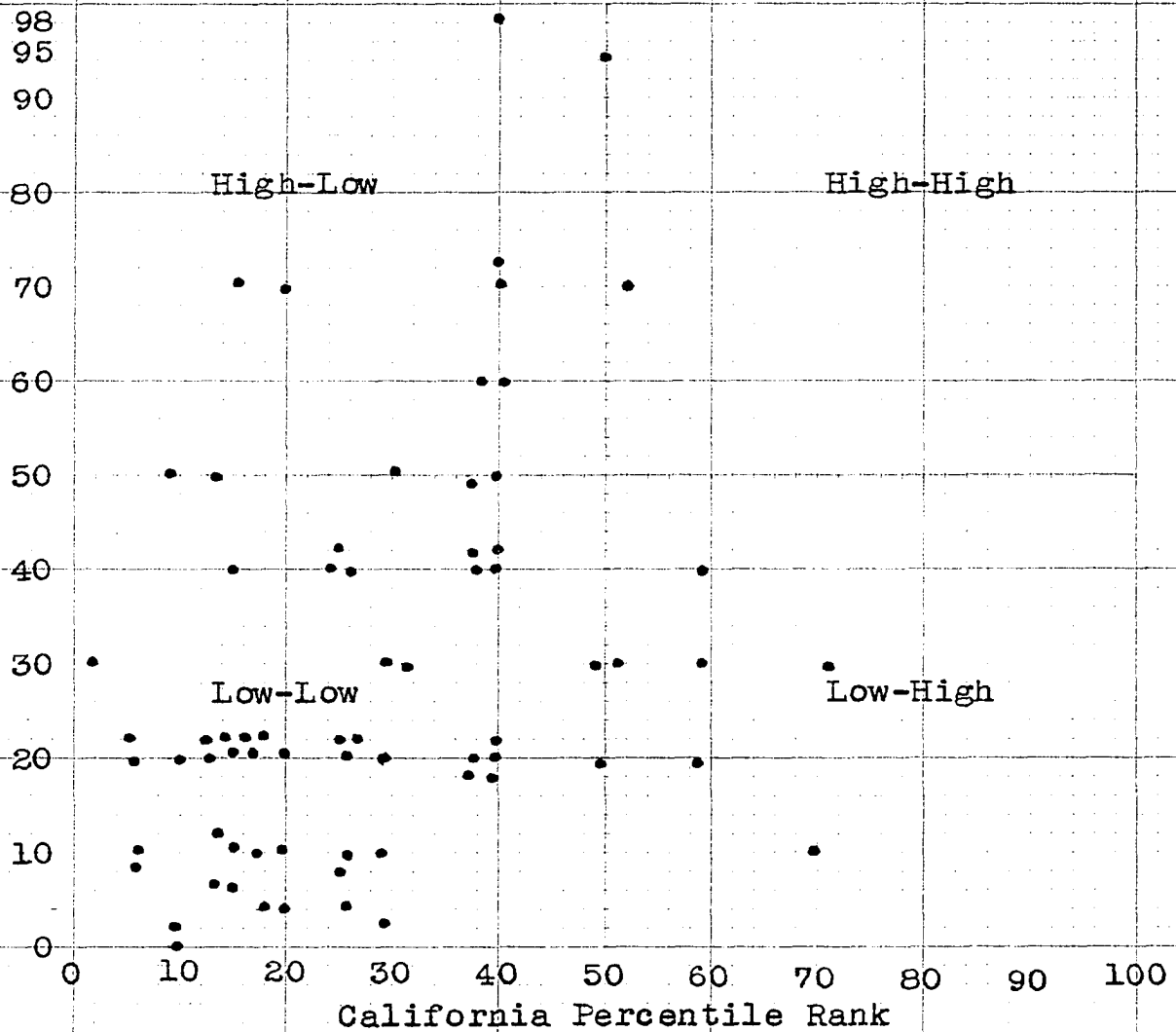
Table 23 is a combination of total personality adjustment scores and California percentile rank. It will be remembered that in the total personality adjustment scores the higher the score the better the adjustment of the pupil. The same would be true in the California percentile rank.

The largest cluster falls in the terminal points of both the total personality adjustment score and the California percentile rank on the 50th percentile. In this group of low personality and low percentile we find 54 pupils or 72 per cent of the total group, while in the high-low group we find 13 pupils, or 18 per cent of the total group. In the low-high group there were 7 pupils, or 10 per cent, and in the

TABLE 23

A DISTRIBUTION OF 75 INDIAN STUDENTS ACCORDING TO  
PERCENTILE RANK OF TOTAL PERSONALITY ADJUSTMENT  
SCORES AND CALIFORNIA PERCENTILE RANK

Total  
Personality  
Adjustment  
Score



Each dot represents a student.

high-high group we find only one pupil. The majority of the students in this table are below the 50th percentile in both areas, reflecting that a majority of them may have personality problems and scholastic problems.

In the planning of this chapter a study of the fears and worries of the pupils was suggested, and after due thought it was incorporated into the study. It is realized that much material could be used in this one area alone, however, it shall be used as a supplement to the other material gathered on the chapter on personality.

In Table 24 a percentage system was used, based upon the greatest number of pupils listing any fear or worry. Of the total group of 75 pupils 62.6 per cent listed the first category, future, as their chief concern. The second highest area listed was school: grades; activities, with 48.6 per cent of the entire group. The third highest was parents and relatives, 42.6 per cent, and the fourth highest was personal relations listed by 33.3 per cent of the group.

It is interesting to note that ethical behavior was sixth from the top. This term may be defined as concern with personal behavior in relationships with adults and members of the opposite sex.

In checking over the remaining categories we find such fears and worries as might be expressed in a similar age group. Well over half of the pupils were in the first category, which is probably typical of this age group.

TABLE 24  
FEARS AND WORRIES\* EXPRESSED BY 75  
INDIAN PUPILS IN THE ELEVENTH  
AND TWELFTH GRADES OF THREE  
INDIAN BOARDING SCHOOLS

Category	Percent
Future . . . . .	62.6
School: grades; activities . . . .	48.6
Parents and relatives . . . . .	42.6
Personal relations . . . . .	33.3
Money . . . . .	26.6
Ethical behavior . . . . .	13.3
Accidents, pain, illness . . . . .	5.3
Military service and war . . . . .	5.3
Marriage and sex . . . . .	5.3
None . . . . .	5.3
Animals . . . . .	4.0
Strange persons . . . . .	4.0
Strange objects and situations . .	4.0
Being alone . . . . .	4.0
Physical handicap . . . . .	2.6

\*The interested reader is referred to an article by Henry Angelino and Charles Shedd published in Proceedings of the Oklahoma Academy of Science, Vol. 34, 1953; and "Fears and Worries" concerning physical changes: A preliminary Survey of 33 Females, by Henry Angelino and Edmund V. Mech, published in the Journal of Psychology, 30, 1955, 195-198.



### Summary

In the examination of this chapter for significant trends of Indian pupils of the Plains tribes it was found that both boys and girls had trouble in the area of withdrawing tendencies and sense of personal worth. There is little doubt that persons with such habits would have some adjustment problems in a school situation that would keep them from doing their school work, especially in classroom participation. A majority of the pupils fell in the bracket, low in social adjustment while having a teachers grade average of from 2.0 to 3.0, or in terms of grades, from C to B.

Both boys and girls in grades eleven and twelve are having more trouble with personal problems than with social problems. This would be expected as most persons have more concern over individual problems than social problems. The majority of these pupils had teachers grade averages from 2.0 to 3.0.

It is felt by the writer that the personal adjustment of the pupils of this study is definitely reflected in their grades. It would appear that their grades indicate a general slowing down of effort and a lack of motivation insofar as educational achievement is concerned.

A significant trend is noted in the scattergram of percentile rank of total adjustment scores and teachers grade average. Here we find that 51 pupils having low personality

scores and teachers grade averages from 2.0 to 3.5, which tells us that although the pupils were low in total personality scores they achieved teachers grade averages from C to B plus.

Although a great many fears and worries were listed by the students, by far the greatest concern was for the future. As this is an eleventh and twelfth grade group, this probably reflects the thinking of the group: (1) that basically they are serious students with deep personal and social problems which have tended to slow down their developmental processes in educational achievement, and (2) that they need wider social experiences in order to develop in social areas.

## CHAPTER V

### SOCIAL ENVIRONMENT AS A FACTOR IN EDUCATIONAL ACHIEVEMENT OF 75 INDIAN BOYS AND GIRLS FROM SELECTED INDIAN BOARDING SCHOOLS

The study has previously dealt with the factors of intelligence and personality, and noted how they effect the educational achievement of selected secondary school students. This chapter shall confine itself to an examination of the effect of social environment upon educational achievement.

The school is a social as well as an educational institution, and the social milieu greatly conditions and effects the work of a school and its students. It is well to point out that:

On the economic side, the greater the distance from the city the less likely positive economic conditions prevail. The wealthier a community the larger the proportion of pupils who enter and finish high school, the better the attendance, the smaller the class size, the higher the teacher cost per pupil, and the greater the likelihood of there being a school nurse, an extra-curricular program and a community library.<sup>1</sup>

Almost to a student, the 75 members of this study have a rural background with certain unique patterns found

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<sup>1</sup>E. de S. Brunner and J. H. Kolb, Rural Social Trends, (New York: McGraw-Hill, 1933) p. 386.

only among the Plains Indian cultures. This is not a study of the economic or socio-economic conditions of the great Plains area of which the Indian population furnishes the material for study, but one of certain selected social-environmental factors which effect the educational achievement of a limited number of Indian pupils who are attending Federal Indian boarding schools.

Actually we could consider all three schools used in this study as rural because none of them are located in a town. Two of them, Riverside Boarding School and Fort Sill Boarding School, are approximately one mile from town, with Chilocco being about three miles from town.

In the main there has been a clear trend in Indian education for rural schools, especially those located in villages and towns, to contribute more and more to the socio-cultural life of the community. It would appear that this is a wholesome trend.

The social environment of the pupils used in this study is somewhat different than that of the average pupil living in a rural situation. We shall point out some of the social differences which might effect the pupil's educational achievement in such areas as pupils attendance in a public school for at least a part of their academic career, and location of his home. We shall examine the pupil's grade average according to the extent of their mother's and father's education, family status, parent's occupation, and

according to the criteria by which the pupils in this study were admitted to a Federal Indian boarding school. It is the writer's purpose to examine as many factors in the pupil's social environment as possible, noting their effect on the pupil's grade average. Tables will be made to give the reader a better opportunity to survey the relationship between actual educational grade achievement and the pupil's situation in a certain environmental pattern.

Since the largest controlling social factor is the criterion for enrollment to a Federal Indian boarding school, it is presented at this time.

Section 205. Federal Elementary Boarding Schools. For dependent Indian children who cannot be placed under boarding home care, a few reservation and non-reservation boarding schools of elementary and high school grades are still maintained.

I. Criteria for admission. Children admitted to boarding schools must meet one or more of the following criteria:

- A. The child is dependent, coming from a broken home in which:
  - 1. One or both of the parents is dead.
  - 2. One or both of the parents is in a hospital for an indefinite period of time.
  - 3. The parents are divorced, or one has deserted and there is no adequate home maintained.
  - 4. One or more of the parents is in jail and the home is broken.
  - 5. Uncontrollable chronic alcoholism, vice, or criminal tendencies exist in the home.

Before a child coming within one or more of the above categories shall be admitted to a

Federal Indian boarding school, certification that no suitable boarding home care arrangement is available shall be made by the welfare worker.

- B. The family home is in a remote area not served by either a public or Federal school.
- C. The child is a high school student desiring special vocational training which cannot be obtained in a local or public high school.
- D. Because of local or home conditions which cannot be controlled, the child has shown delinquent tendencies, has been before the juvenile court, or has been faced with confinement in a corrective institution although there is evidence that a suitable institutional environment may bring about an effective correction.<sup>1</sup>

Table 25 has reference to pupils who have attended a public school at least part of their academic career. In the 1 to 5 years public school bracket it is more than likely that this represents white rural schools, while in the bracket 6 to 10 years public school the pupil more than likely was transported to town in a bus.

Having lived in the Plains area for many years the writer has observed two trends in the Indian population: (1) many families have moved into small rural towns, in some instances they have bought property, but in the main they are "renters," (2) the majority of these families have their children in public school, if they are in school at all. From this group the Federal boarding school gathers some of its students because of the socio-economic problems en-

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<sup>1</sup>U. S. Bureau of Indian Affairs, Bureau of Indian Affairs Manual, Vol. VI, Part II, Ch. 2 (Washington: Government Printing Office, 1955).

TABLE 25

A DISTRIBUTION OF TEACHERS GRADE AVERAGES ACCORDING  
TO YEARS OF ATTENDANCE IN PUBLIC  
OR NON-PUBLIC SCHOOL

Teachers Grade Average	1 to 5 yrs. Public School	6 to 10 yrs. Public School	Non-public School
3.6 . . .	. .	. .	1
3.5 . . .	. .	1	. .
3.4 . . .	. .	2	. .
3.3 . . .	. .	1	. .
3.2 . . .	. .	. .	. .
3.1 . . .	. .	1	. .
3.0 . . .	. .	2	. .
2.9 . . .	3	1	1
2.8 . . .	1	3	2
2.7 . . .	2	1	2
2.6 . . .	2	1	1
2.5 . . .	2	1	3
2.4 . . .	3	1	1
2.3 . . .	3	1	1
2.2 . . .	3	2	. .
2.1 . . .	3	4	1
2.0 . . .	. .	2	1
1.9 . . .	. .	3	. .
1.8 . . .	1	1	1
1.7 . . .	. .	. .	. .
1.6 . . .	1	2	. .
1.5 . . .	. .	1	1
1.4 . . .	. .	. .	. .
1.3 . . .	1	. .	. .
1.2 . . .	. .	1	. .
1.1 . . .	. .	1	. .
1.0 . . .	. .	. .	. .
.9 . . .	. .	. .	. .
.8 . . .	. .	1	. .
Total .	25	34	16
Percentage	33	44	23

countered by the parents in a new home situation. This is not to say that all families who have moved to town have encountered socio-economic problems.

In the bracket, 1 to 5 years public school we find 25 pupils have attended a public school for some portion of this time. Of this group 22, or 88 per cent, scored between 2.1 and 2.9 on teachers grade average while 3, or 12 per cent of the pupils, scored between 1.3 and 1.8.

The largest segment of the total group used in this study falls in the bracket for those students who had attended public school from 6 to 10 years. This may be due to a combination of those students whose parents live in town, and those who are transported from rural surroundings. In this grade bracket 24, or 75 per cent of the pupils scored from 2.0 to 3.5, while 10, or 25 per cent, scored from .8 to 1.9.

Of the pupils who have never attended a public school, 14 members scored above 2.0 while only 2 members scored in the interval from 1.6 to 1.8.

There is an apparent cluster in the grade bracket 6 to 10 years in the higher grade averages that is not noticeable in the other two groups. On the whole there is limited difference with regard to achievement among the three groups with the per cent above grade point 2.0 being almost the same. Thus the small number of years of attendance in a public school have not made a significant difference in the levels of teachers grade average.



Table 26 represents the place of residence of the pupil at the time of entrance into an Indian boarding school. The term on reservation is defined as the locale which has been set aside as the original reservation area, while off reservation would be anything outside of the defined reservation area. The term in town is defined as a pupil whose parents or guardian is living in a town, and it is possible that the town, in this case, could be located in a reservation area. It should be pointed out that some reservation towns have not been too receptive to their Indian neighbors and, in general, the relationship has not been too wholesome. However, there are many instances where the combined population works hand in hand with total community problems.

Of the group on reservation, 24 pupils had a teachers grade point score of 2.0 to 3.5, while 5 pupils scored from 1.1 to 1.9. This group is the largest with reference to place of residence. The off reservation group numbers 15 and is the smallest of the three groups. All of the pupils but one scored above the grade average 2.0 with one pupil scoring 1.9. The cluster for this group is from 2.0 to 3.0, or in terms of grades, from C to B. The in town group numbered 26, and of this group 19 scored from 2.0 to 3.4, while 7 students scored from 1.3 to 1.9. It should be pointed out that this group has more opportunity for socio-cultural problems than either of the two other groups.

The on reservation group had 5 students with grade

TABLE 26

A DISTRIBUTION OF PUPIL'S GRADE AVERAGE  
ACCORDING TO LOCATION OF HOME

Teachers Grade Average	On Reservation	Off Reservation	In Town	Not Given
3.6 . . .	. .	1	. .	. .
3.5 . . .	1	. .	. .	. .
3.4 . . .	1	. .	1	. .
3.3 . . .	1	. .	. .	. .
3.2 . . .	. .	. .	. .	. .
3.1 . . .	1	. .	. .	. .
3.0 . . .	1	1	. .	. .
2.9 . . .	3	1	1	. .
2.8 . . .	4	2	1	. .
2.7 . . .	1	1	2	. .
2.6 . . .	2	. .	3	. .
2.5 . . .	2	. .	3	. .
2.4 . . .	3	1	1	1
2.3 . . .	1	3	1	. .
2.2 . . .	1	2	2	. .
2.1 . . .	1	2	2	2
2.0 . . .	1	. .	2	. .
1.9 . . .	1	1	1	. .
1.8 . . .	. .	. .	2	1
1.7 . . .	1	. .	. .	. .
1.6 . . .	1	. .	. .	. .
1.5 . . .	. .	. .	2	1
1.4 . . .	. .	. .	. .	. .
1.3 . . .	1	. .	. .	. .
1.2 . . .	. .	. .	2	. .
1.1 . . .	1	. .	. .	. .
1.0 . . .	. .	. .	. .	. .
Total	29	15	26	5
Percentage	39.0	20.0	35.0	6.0

averages above 3.0, while the other two groups had two students each above 3.0. It is felt that the on reservation group represents a more stable group than the other groups; life on the reservation may have given them a sense of security.

Table 27 is a comparison of pupil grade averages with extent of education of mothers and fathers. It is generally accepted that the amount of education a parent has effects the educational tradition of the child.

In the area of parents education, above 12 refers to parents who have gone on after finishing high school. In this group were 3 parents who achieved this point on the educational ladder. On the grade average scale their children scored between 2.3 and 2.7, or a grade average of about C plus.

In the next group the 12 refers to parents who have graduated from high school. In this group we find 16 parents with the grade average of their children ranging from a low score of 1.2 to a high of 3.4. The cluster for this group centered around 2.0 to 2.9, or in terms of grades from C to B.

The children of parents in group 8 to 11 had grade averages of 2.3. In the group 0 to 7 years of schooling the membership falls off sharply with only 25 mothers and fathers. The cluster of grade averages for children in this group fell between 2.0 and 2.8. It would appear that the majority of

TABLE 27

A DISTRIBUTION OF TEACHERS GRADE AVERAGES ACCORDING TO  
THE NUMBER OF YEARS OF FORMAL EDUCATION  
OF MOTHER AND FATHER

Teachers Grade Average	Above 12		12		8 to 11		0 to 7		Unknown	
	M*	F	M	F	M	F	M	F	M	F
3.6 . .	. .	. .	. .	. .	1	. .	. .	1	. .	1
3.5 . .	. .	. .	. .	. .	1	. .	. .	. .	. .	. .
3.4 . .	. .	. .	. .	1	1	1	. .	1	. .	. .
3.3 . .	. .	. .	. .	. .	1	1	. .	. .	. .	. .
3.2 . .	. .	. .	. .	. .	. .	. .	. .	. .	. .	. .
3.1 . .	. .	. .	. .	. .	2	. .	. .	. .	1	1
3.0 . .	. .	. .	. .	1	. .	. .	. .	. .	. .	. .
2.9 . .	. .	. .	1	. .	2	3	. .	. .	2	2
2.8 . .	. .	. .	. .	. .	3	2	1	1	2	2
2.7 . .	. .	1	. .	. .	3	2	1	1	1	. .
2.6 . .	. .	. .	. .	. .	2	3	. .	1	2	. .
2.5 . .	. .	. .	. .	1	3	5	2	. .	2	2
2.4 . .	. .	1	2	. .	1	2	2	1	. .	. .
2.3 . .	1	. .	1	1	2	2	. .	1	. .	2
2.2 . .	. .	. .	1	. .	1	3	. .	. .	1	. .
2.1 . .	. .	. .	1	1	3	3	4	4	1	. .
2.0 . .	. .	. .	. .	1	1	1	1	. .	1	2
1.9 . .	. .	. .	1	1	2	2	. .	. .	. .	. .
1.8 . .	. .	. .	. .	. .	2	5	. .	. .	2	. .
1.7 . .	. .	. .	. .	. .	. .	1	1	. .	. .	. .
1.6 . .	. .	. .	. .	. .	2	2	. .	. .	. .	. .
1.5 . .	. .	. .	. .	. .	2	2	. .	. .	. .	. .
1.4 . .	. .	. .	. .	1	. .	. .	. .	. .	. .	. .
1.3 . .	. .	. .	. .	. .	. .	. .	. .	. .	. .	. .
1.2 . .	. .	. .	1	. .	2	2	. .	. .	. .	. .
1.1 . .	. .	. .	. .	. .	. .	. .	1	1	. .	. .
1.0 . .	. .	. .	. .	. .	. .	. .	. .	. .	. .	. .
Total	1	2	8	8	37	42	13	12	15	12
Per cent	.6	1.6	5.3	5.3	24.6	28.0	8.6	8.0	10.0	8.0

\*M - Mother  
F - Father

parents have completed the eleventh grade and that the majority of their children scored from 2.0 to 3.0.

Table 28 represents a distribution of teachers grade averages of pupils according to their family classification. As has been pointed out, the family situation has not been too stable for the group of 75 students as only 33 per cent had parents living together. Even of this group, eleven pupils were admitted because of poor home conditions.

Of the group of 25 pupils having parents living together 17, or 68 per cent, scored from 1.3 to 1.9 on teachers grade average. There is a cluster of scores between 2.2 and 2.9 with this group comprising 52 per cent of the total on this table. In terms of grades this group scored from C to B. It might be pointed out that of this group 58 per cent had a C average or above. This might indicate a fairly stable group in terms of educational achievement. It is interesting to note that 4 students, or 16 per cent of the membership of this group, scored from 3.3 to 3.6. Apparently the presence of both parents has given confidence to certain pupils as this group has the highest percentage of pupils in the grade average from 3.0 to 3.6.

The group of pupils with parents divorced numbers 20. That a situation of this type may cause a more complicated life is common knowledge. We are interested in finding out if it has effected the educational achievement of this group. Twenty-seven per cent of the students in this study have

TABLE 28

A DISTRIBUTION OF TEACHERS GRADE AVERAGE  
OF PUPILS ACCORDING TO THEIR  
FAMILY CLASSIFICATION

Teachers Grade Average	Number of Pupils		
	Parents Living Together	Parents Divorced	Full or Half Orphan
3.6 . . .	1	. .	. .
3.5 . . .	. .	. .	1 .
3.4 . . .	2	. .	. .
3.3 . . .	1	. .	. .
3.2 . . .	. .	. .	. .
3.1 . . .	. .	. .	1 .
3.0 . . .	. .	2	. .
2.9 . . .	1	2	2 .
2.8 . . .	1	1	4 .
2.7 . . .	2	1	1 .
2.6 . . .	1	2	3 .
2.5 . . .	1	2	3 .
2.4 . . .	2	2	1 .
2.3 . . .	2	1	2 .
2.2 . . .	3	1	4 .
2.1 . . .	. .	2	3 .
2.0 . . .	. .	. .	2 .
1.9 . . .	3	. .	. .
1.8 . . .	. .	2	2 .
1.7 . . .	1	. .	1 .
1.6 . . .	1	. .	. .
1.5 . . .	2	. .	. .
1.4 . . .	. .	. .	. .
1.3 . . .	1	. .	. .
1.2 . . .	. .	1	. .
1.1 . . .	. .	1	. .
1.0 . . .	. .	. .	. .
Total	25	20	30

divorced parents. In this same group 16 pupils, or 80 per cent, scored above 2.0 on teachers grade average with two students scoring 3.0. In the grade average scale from 1.1 to 1.9 we find 4 pupils, or 20 per cent of the total group.

It would seem from these data that there were no high scores, with all of the grades falling between C and B. This might indicate that the students in this group lacked the influence of a family and found many more problems to add to an already complicated life.

We find 30 pupils, or 40 per cent of the total group, with the family classification of full or half orphan. These pupils were admitted to an Indian boarding school on this criterion. A pupil whose family membership is limited to one parent, or none at all, has many opportunities to develop unhealthy attitudes and to make many and varied attachments among the class members for any companionship that he or she might receive.

Of this membership 26 students, or 90 per cent of the group, had scores from 2.0 to 3.5, while only 3 students, or 10 per cent of the group, had scores from 1.7 to 1.8. We note that 2 pupils had scores from 3.1 to 3.5, and that the cluster of scores is in the 2.0 to 2.9 interval, this being a grade average of C to B.

Table 29 gives a breakdown of the various occupations that the parents or guardian of this group follow.

The largest group, which is in the category of

common laborer, numbers 23 which is 21 per cent of the entire group. These are mostly seasonal workers in the agricultural class. The children of these parents had a teachers grade average of 2.4.

In the semi-skilled area we find 12 parents, or 16 per cent of the total study group. The membership of these family heads consists of painters, certain workers in the construction trade, and some selected railroad workers. Although a good majority of these parents have attended boarding schools where they have learned a vocation or trade, in too many instances they have not utilized this trade. The children of the semi-skilled workers had a teachers grade average of 2.5.

In the professional group we find 5 members, or 6 per cent of the total group. Of this membership we find such workers as salesmen, steel workers on building trades, finish carpenters, and workers with jet engine ability. The children of the parents in the professional group had a teachers grade average of 2.6, which was the highest of any of the groups.

There were 11 parents in the farmer group which is 16 per cent of the total study group. The children in this group had a teachers grade average of 2.5 which was the same as the semi-skilled. The farm group is composed of family heads who make their living from their agricultural abilities. This might indicate the percentage of pupils who will probably follow an agricultural career. Both Fort Sill and



Riverside have placed special emphasis on farming, and Chilocco also has developed a very comprehensive program in agriculture.

The term housekeeper is defined as a professional domestic in a home. There are 3 such workers in this study which is 4 per cent of the total group. The pupils whose parents are in this group have a teachers grade average of 2.4.

Lease rentals give 16 family heads earnings to keep their family. This is 22 per cent of the study membership.

TABLE 29

A DISTRIBUTION OF MEAN TEACHERS GRADE AVERAGES  
ACCORDING TO PARENTAL OCCUPATION OF  
75 INDIAN BOARDING SCHOOL PUPILS

Type of Parents' Occupation	Number of Workers	Mean Teachers Grade Averages
Common laborer . . . .	23	2.4
Semi-skilled . . . .	12	2.5
Professional . . . .	5	2.6
Farmer . . . . .	11	2.5
Housekeeper . . . .	3	2.4
Lease rentals* . . . .	16	2.4
None (T.B. in family)	2	2.0
Total . . . .	72**	. . .

\*Lease rentals is income from land rented to leasees.

\*\*Three students of total group of 75 have no parents.

The children of this group had a teachers grade average of 2.4. It is felt that in some instances the income from lease rentals is supplemented by occasional farm labor. There are, of course, some members who feel that this is a way of life and under no circumstances would they supplement this income by developing any job opportunity. Among the younger generation the lease rental is regarded as an important supplement to an income, and by some it is regarded as the total income, sometimes supplemented by occasional periods of working.

Family heads with tuberculosis number 2, or 3 per cent of the total study group. This means that the family is dependent upon the social service plan for any income and thus will develop dependent ideas insofar as the child is concerned with income. The children in this group had the lowest teachers grade average of 2.0.

We have 3 students who are total orphans. The children of this group are wholly dependent upon others for their economic training, and in this case it has been the boarding school that has assumed the total responsibility.

It will be noted that in the teachers grade averages the children of the professional workers rated slightly higher than the others, however, the difference is not great. Thus the type of occupation of the parents of this group of pupils has made little difference in their teachers grade average. It would appear that the Plains Indians have not

been in industry long enough to develop educational traditions in certain fields.

Table 30 reflects the different criteria by which the pupils in this study were admitted to a Federal Indian boarding school, and the specific justification for their enrollment in a school of this type.

The largest group enrolled was A-1, where we find that at least one of the parents is dead. This group numbers 24, or 32 per cent of the total study group. This factor has many educational implications, and has a potential for many socio-cultural problems.

In A-2 one or both of the parents is in a hospital for an indefinite period of time. We find 8 students, or 11 per cent of the group in this category. The students are probably dependent upon public welfare for any help that they might get outside of school. While they are in school their immediate needs are the school's responsibility.

A-3, The parents are divorced, or one has deserted, and there is no adequate home maintained. This is the second largest group of the entire study and reflects the trend of the domestic habits among the Plains Indians. Pupils whose parents are divorced are more than likely to have more problems than pupils with both parents and a stable economic situation. The number of this group is 21, or 28 per cent of the total study group.

A-5, Uncontrollable chronic alcoholism, vice, or

TABLE 30

A COMPARISON OF THE CRITERIA OF ENROLLMENT  
OF 75 INDIAN BOARDING SCHOOL PUPILS

Criteria for Enrollment	Number of Pupils	Percentage of Total Group
A-1 One or both of the parents is dead.	24	32.0
A-2 One or both of the parents is in a hospital for an indefinite period of time. . . . .	8	11.0
A-3 The parents are divorced, or one has deserted, and there is no adequate home maintained. . . . .	21	28.0
A-5 Uncontrollable chronic alcoholism, vice, or criminal tendencies exist in the home. . . . .	2	2.0
B - The family home is in a remote area not served by either a public or Federal school. . . . .	4	5.5
C - The child is a high school student desiring specific vocational train- ing which cannot be obtained in a local public high school. . . . .	4	5.5
D - Because of local or home conditions which cannot be controlled, the child has shown delinquent tend- encies, has been before the juve- nile court, or has been faced with confinement in a corrective insti- tution although there is evidence that a suitable institutional en- vironment may bring about an effective correction. . . . .	12	16.0
Total . . . . .	75	. . .

criminal tendencies exist in the home. There are 2 members in this group, or 3 per cent of the total group. This percentage is perhaps small because alcoholism is woven into some of the other categories, however, we have it listed in the sequence for admission.

B- The family home is in a remote area not served by either a public school or Federal school. The number of pupils in this category is 4, 3 per cent of the group. At one time a great many pupils fell in this category, but with the development of better roads, a more efficient school bus system and district high schools the number of Indian pupils facing this problem has greatly fallen off.

C- The child is a high school student desiring specific vocational training which cannot be obtained in a local public high school. The enrollment of this group is 20, the percentage 27. The number of pupils in this area reflects a type of boarding school. Both Riverside and Fort Sill specialize in agriculture while Chilocco offers a well balanced trade program, and in general this school gets much of its enrollment from this group of pupils.

D- Because of local or home conditions which cannot be controlled, the child has shown delinquent tendencies, has been before the juvenile court, or has been faced with confinement in a corrective institution although there is evidence that a suitable institutional environment may bring about an effective correction. We find 12 members in this

group, or 16 per cent of the total membership of the study group. This is a catch-all category and covers many students with deep and complex problems who have drifted from exceedingly poor homes into situations from which the schools are expected to rehabilitate them. As the boarding school staff is not usually well qualified to handle these students, they are not helped a great deal in solving their own problems.

Table 31 reflects a trend that sheds some light on the living pattern of boarding school pupils. There has been a trend among Indian grandparents to feel the responsibility for raising their grandchildren, and the parents have felt little responsibility toward raising their own children.

TABLE 31

A COMPARISON OF STUDENTS LIVING PATTERN  
WHEN AWAY FROM BOARDING SCHOOL  
DURING SUMMER MONTHS

Where Living	Number	Percentage
Living with parents . .	49	65.4
Other than parents . .	26	34.6
Total . . . . .	75	. . .

So deeply has this cultural pattern been entrenched that many boarding school pupils have lost all contact with their real parents and feel no responsibility toward them. It is noticeable that most of the grandparents tend to be more lenient with their grandchildren, and as a result too many of the pupils have had no real home training in terms of what is generally accepted as good home training.

Of this group we find that 26 pupils are not living with their parents, with this number being 34.6 per cent of the total group. It is realized that some of this percentage are full or half orphans, but of the pupils that list both parents living together we actually find a great proportion spending their vacation elsewhere than with their parents.

Table 32 indicates the membership of pupils in this study in a certain church group. It also indicates the extent that certain denomination have penetrated into the lives of the Plains Indian. Insofar as is known all of this group of pupils belong to a mission church. In relation to an Indian boarding school a "mission church" has no church building, but the minister or missionary comes to the school to hold meetings, usually in the school gym or auditorium. This means that there is practically no opportunity for the pupil to mix with any culture other than his own. It is also essentially rural, and the inroads into urban society have been few.

TABLE 32

A DISTRIBUTION OF CHURCH MEMBERSHIP OF 75  
INDIAN BOARDING SCHOOL BOYS AND GIRLS

Church Membership	Number of Pupils
Baptist . . . . .	41
Methodist . . . . .	24
Presbyterian . . . . .	2
Church of Christ . . . . .	1
Mormon . . . . .	1
Menonite . . . . .	2
Catholic . . . . .	3
Nazarene . . . . .	1
<hr/>	
Total . . . . .	75

It would be difficult to measure the Christian influence as a factor as compared to the tribal religious influence. The point to be emphasized here is that the factor is three-fold: (a) the Christian impact, (b) the tribal impact, (c) the social impact.

It is certain that there is some degree of both the old and the new religions. It is felt by the writer that as yet the Christian impact, although forceful, has not drawn this group of pupils into the majority society by developing certain social mores that go along with any society.

This table also indicates the protestant influence in the Plains area. One of the first religious groups, the Quakers, have not left their imprint in number of followers. It was the Quakers who first set the pattern as United States government agents and teachers of the Indians. It was the



Quaker religious workers who replaced the army in the supervision of the Indians in early territorial and Oklahoma history. All of the older men and women remember this and agree to the fairness of this group.

### Summary

The information presented on the various tables suggests that this group of pupils have a more complex set of socio-economic problems than do average public school students. This is brought about by dual cultural patterns which have left their mark on the parents and which the pupils have inherited.

Many of the problems are common to all minority groups, such as discrimination in the form of housing and employment, especially on reservations. The Indian, like other minority groups, has learned that in the city there is likely to be less discrimination and there has been a slow movement to the city.

The percentage of good stable homes is small. Tradition has been the teacher in too many cases and a change over to better or more acceptable patterns has been slow.

Some reservation communities with foresight have capitalized on the Indian tradition and have given themselves and the Indian better economic and social understanding.

The tables in this chapter reflect that the majority of the pupils in this study have many problems that stem

from family situations. However, the depth of the problems is not accurately reflected in their teachers grade averages with the majority of students falling in the teachers grade average from 2.0 to 3.0, or in terms of grades, from C to B.

It has been pointed out that this is a selected group of pupils. The parent's occupations are varied, but as yet they are a comparatively new group of industrial workers, and on the whole they have not achieved complete confidence in their own work. At this date educational achievement has not obtained its relative importance in their over-all pattern of thinking.

## CHAPTER VI

### SUMMARY AND RECOMMENDATIONS

#### Summary

The groundwork for this study has been made over a great many years with the actual testing program and data gathering covering approximately the past year and a half.

The problem came about as a result of the writer's working in the Federal Indian boarding school system. It was felt by the writer that the usual Indian boarding school pupil had much more ability than he ever used in an educational achievement program. The boarding school pupil is not the average Indian boy or girl getting an education. He is a type, and is a special pupil because of certain environmental factors which have made him what he is today.

In Chapter five the criteria for admission to Federal Indian boarding schools for the present day was given. As noted it is a complex set of rules for admission based upon certain social problems of children. Thus, the pupils in this study have certain problems not common to pupils of their own age group attending public or parochial schools.

In the early history of the boarding school system, around the turn of the twentieth century, any Indian pupil

was enrolled. It has been pointed out in chapter two the extent to which pupils were recruited for the Indian boarding school. In later years all that was necessary for admission was that the pupil be at least one-fourth Indian. There were no questions asked.

All of the eleventh and twelfth grade pupils of the Plains tribes from Riverside Boarding School and Fort Sill Boarding School were used in this study. Thirty-five pupils of the Plains tribes from Chilocco Agricultural School were used to approximate the number used from the other two schools.

In the history of the three schools, background material was presented in an effort to give the reader a picture of the building or molding of the pupil attending Federal Indian boarding schools of today.

The study was made to determine the effect of the following related factors upon educational achievement; (1) mental ability, (2) personality and (3) social environment. All three schools used the traditional four year curriculum pattern. Fort Sill and Riverside have an enrollment of about 250, while Chilocco has an overall enrollment of about 1200. The latter school has a special Navajo program that contributes a major portion of the enrollment. The membership of the group used in this study included grades eleven and twelve. The median age for the total study group was 17.1.

Comparison of Pupil Achievement  
With Pupil Ability

The total membership of this study group numbered 75 of which 60 per cent had intelligence quotients ranging from 66 to 99, while 40 per cent ranged from 100 to 124. Because of the necessity of establishing a point on the scattergrams to indicate average, the intelligence quotient of 100 has been used throughout this study to indicate average intelligence. This is not in disharmony with the usual indication of average intelligence as being represented by I.Q.s between 90 and 110. From this we could assume that of this group 60 per cent of the pupils are below average and 40 per cent are above average.

In the area of teachers grade averages, 78 per cent of the total group scored 2.0 or above, while 22 per cent or about one-fourth of the group had teachers grade averages below 2.0, or C. Throughout this study we have used the grade C to indicate an average achievement grade. From the results of our teachers grade averages it would appear that 78 per cent of the total group had scores of grade C or better.

On the basis of the California Achievement grade placement, 35 per cent of the boys in the eleventh grade scored in grade 11.0 or above, while 52 per cent of the eleventh grade girls scored in grade 11.0 or above. The

twelfth grade boys and girls each had 17 per cent in grade 12.0 or above.

In fairness to the students who comprise this study it might be pointed out that they probably are not as test wise as many of the pupils who have taken the standardized tests used in this study. The pupils in this study have done well in relation to teachers grade averages but not so well in standardized tests on purely subject-matter material. Some ability has been developed by individual students in techniques of obtaining better grades from teachers in areas where pupil-teacher rapport is necessary and where social graces sometimes influence pupils grades.

On the basis of mental ability we might conclude that the pupils in grades eleven and twelve are somewhat below their actual grade placement with regard to achievement. It is felt by the writer that this is due in part to poor study habits, little motivation, no educational tradition in the family, and to some extent, a curriculum not conducive to subject matter content.

#### Comparison of Pupil Achievement With Personality

In the area of personal adjustment it would appear that the areas of difficulty were not completely the same for boys and girls. Low scores for boys were in Self-reliance (1A), Sense of personal worth (1B), and Withdrawing tendencies (1E). For the girls of the same group: Sense of

personal worth (1B), Sense of personal freedom (1C), Withdrawing tendencies (1E), and Nervous symptoms (1F).

Sufficient evidence is apparent to indicate that there is some similarity in the troubles of both groups. One notes that the girls feel that they are restricted more than the boys. Both groups feel that they lack self-reliance, both groups tend to withdraw. These three areas appear to be the common denominators to personality problems. Although the intensity is felt to be stronger among individuals, no attempt to measure depth of intensity in this group was considered.

In the areas of social adjustment, or the pupil's relationship to the outside world, the boys of both grades scored low in Anti-social tendencies (2C), and Community relations (2F). The girls also scored low in Anti-social Tendencies (2C) and Family relations (2D). These two areas alone would develop areas of trouble in social integration.

Apparent problem areas are anti-social tendencies and relations with others in a community situation. The Indian as a member of a minority race has felt the injustices of society as have other minority groups. This is reflected in the pupils relationship with members of their own race as well as with others. The pupil's mode of living and his relationship with others in a community is also reflected by his community life in a reservation situation where too often he is considered a second-class citizen by the community. An examination of the total personality scores reflects an over-

whelming number of students below the 50th percentile.

Only one student scored high in percentile rank of good personal adjustment and low in teachers grade average, while 13 pupils, or 17 per cent fell in the high-high group. Sixteen pupils, or 21 per cent fell in the low-low group and 45 pupils, or 60 per cent of the group, fell in the low-high group. Thirteen pupils scored above both the 50th percentile in personal adjustment, and 2.0 grade average. As noted by other tables, the pupils in this study have done well in their relationship with their teachers; this speaks well for both the teachers and the students. Certain techniques have been developed by the students to establish wholesome relationships between these two groups.

In the area of fears and worries there appeared to be little deviation from the fears and worries of similar age pupils. The writer feels that the category of ethical behavior is interesting as it is not of much concern to the pupils in this study, being listed by only 13.3 per cent of the pupils. It was defined as personal behavior in relationship with adults and members of the opposite sex.

#### Comparison of Pupil Achievement With Social Environment

Because of the nature of pupil enrollment, the factor of social environment is quite complex. There is little doubt that environmental factors have slowed down the educational achievement of the pupils in this study.



Certain trends have been noted in the present day Indian population; (1) many Indian families have moved into small rural towns, in some instances they have bought property, but in the main they are "renters," (2) the majority of these families have their children in public school, if they are in school at all. The boarding school draws some of its pupils from this group of homes, but it draws the majority of pupils from the rural areas. As has been pointed out above there is a definite movement of reservation Indians to rural towns and cities. Many of these pupils are ill prepared to fit in with a highly competitive school system, and possibly new social codes. Living habits have been easygoing and carefree. Little effort has been made by parents to ensure proper study habits and good school attendance.

Insofar as a pupil having attended public school is concerned, very little difference has been noted in the grades achieved by pupils. It is felt that the pupils did not attend a public school long enough to change their social patterns.

The grades of the pupils whose parents actually live on the reservation are better primarily because there are greater numbers, and it is felt by the writer that although the economic conditions on the reservation are quite poor, there is a feeling of security in most of the Indians living on the reservation.

The greater number of parents of this study have

completed the eleventh grade, and the grade average of the pupils of this group is higher, however the number of pupils in the other groups is too small to be compared with this group.

The pupils who are total orphans or half orphans have, in most instances, had a long residence in a boarding school. The result appears to be that the pupil has little motivation and has accomplished just enough to get by; his world has been too restricted and he has set his own pattern and is content in that pattern. Pupils with divorced parents tend to have more complex problems, this too is reflected in lower teachers grade averages.

### Conclusions

After an examination of the factors of mental ability, personality, and social environment as they relate to the educational achievement of the total group of pupils in this study, the following conclusions are suggested.

- I. In the factor of mental ability as it is related to educational achievement it is concluded:
  1. That a majority of the pupils are below average in intelligence.
  2. That on standardized achievement tests the pupils in this study achieved below average.
  3. That pupils with high I.Q. scores tended to have high grades.

4. That there is some deviation between I.Q. scores and teachers grade averages.
5. That the pupils in this study have developed certain techniques in classroom rapport that have aided their teachers grade averages.
6. That the scores on standardized tests might be higher if the pupils had a better command of the English language.

II. When considering the factor of personality as related to educational achievement it is concluded:

1. That in spite of the poor personal and social adjustment scores some of the pupils are doing quite well in educational achievement.
2. That more pupils have personal problems than social problems.
3. That in the area of personal adjustment the problems of boys as a group were similar, as were the problems of girls, with some overlapping between the two groups.
4. That both boys and girls have strong anti-social tendencies caused by poor communications with all groups of peoples.

III. Insofar as the factor of social environment is related to educational achievement it is concluded that:

1. Actually social environment is such a composite term that it is difficult to measure its effect

upon educational achievement.

2. Social environment had its greatest effect upon achievement in the extent to which it contributed to personality problems.
3. In general the factors measured that were positive correlated positively with high levels of achievement.

In summary we also might draw a general conclusion from this study that no single factor has a stronger effect on educational achievement, but that all three of the factors in this study relate to successful achievement in varying degrees.

#### Recommendations

In view of the information gained from this study the following recommendations are offered:

1. Federal Indian boarding school teachers should give continuous attention to the refinement of grading and evaluating techniques.
2. Federal Indian boarding schools should strive toward the relating of each of the factors of mental ability, personality, and social environment to pupil achievement.
3. Continuous attention should be given in each of the schools to the program of guidance as a means of working with pupil achievement problems.

4. Opportunity should be given for pupils of Indian boarding schools to become more test-wise, especially in all types of standardized tests.
5. Extra-curricular opportunities should be given for broadening of social experiences, especially those desirable characteristics of good urban and rural communities.
6. It is highly recommended that Federal Indian boarding schools foster studies of pupil personality, especially in the area of personal adjustment.

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